

DOCUMENT RESUME

ED 137 032

EC 009 810

AUTHOR Monsen, Marie
TITLE Evaluation Report: Miccosukee Day School, Southeast Agencies, June 1973. Research and Evaluation Report Series No. 06-A.
INSTITUTION Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
REPORT NO RER-06-A
PUB DATE Aug 73
CONTRACT BIA-K51-C-142-00-694
NOTE 143p.; Not available in hard copy due to marginal legibility of original document. For related document, see EI 128 130
EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Achievement Gains; Adult Education; *American Indians; *Contracts; *Day Schools; *Educational Assessment; Elementary Education; Enrichment Programs; Formative Evaluation; Language Development; Performance Specifications; Primary Education; *Program Evaluation; School Personnel; Test Results
IDENTIFIERS Elementary Secondary Education Act Title I; ESEA Title I; *Miccosukees

ABSTRACT

The Day School operated Head Start, Title I and VII, and Adult Education programs in addition to the basic K-6 curricula. The programs and curriculum emphasized attracting and retaining students. Of the 45 students enrolled during Fiscal Year 1973, 3 were "dropouts". Emphasizing language skill development, the basic curriculum consisted of English (reading spelling, speaking), arithmetic, Miccosukee language and culture, social studies, and some music, art, and geography. Divided into primary and elementary levels, instruction emphasized individualized learning. Various enrichment activities were available to the children--weekly sewing classes for girls and shop classes for boys; daily physical education; design making, bead-craft, and basketry taught by mothers; cooking; weekly movies; and monthly field trips. Focusing on the education program, the 3-day on-site evaluation determined how well program components met their objectives, and pointed out program component strengths and weaknesses. The evaluation indicated that the program was progressing steadily toward meeting its objectives. Appendices include: a copy of the school's contract, a Title I evaluation, outlines of teaching schedules, descriptions of the Adult Education programs along with enrollment data, examples of the school lunch menus, a "draft" of the school board manual, and a listing of the 1972-73 objectives for the primary grades. (NQ)

ED137032

RESEARCH AND EVALUATION REPORT SERIES NO. 06-A

EVALUATION REPORT: MICCOSUKEE DAY SCHOOL
SOUTHEAST AGENCIES



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.



BEST COPY AVAILABLE

REPORT
WRITTEN AND COMPILED
BY
MARIE MONSEN
EVALUATION SPECIALIST
DIVISION OF PROGRAM REVIEW AND EVALUATION
OFFICE OF INDIAN EDUCATION PROGRAMS
BUREAU OF INDIAN AFFAIRS
WASHINGTON, D.C. 20242

JUNE 1973

RC009810

ROGERS C. B. MORTON, SECRETARY
DEPARTMENT OF THE INTERIOR

MORRIS THOMPSON, COMMISSIONER
BUREAU OF INDIAN AFFAIRS

WILLIAM J. BENHAM, JR., ACTING DIRECTOR
OFFICE OF INDIAN EDUCATION PROGRAMS

BUFFALO TIGER, CHAIRMAN
MICCOSUKEE CORPORATION

BUREAU OF INDIAN AFFAIRS
OFFICE OF INDIAN EDUCATION PROGRAMS
INDIAN EDUCATION RESOURCES CENTER
DIVISION OF PROGRAM REVIEW AND EVALUATION
ALBUQUERQUE, NEW MEXICO

TRANSMITTAL DATE

AUGUST 1973

EVALUATION REPORT ON CONTRACTED SCHOOL OPERATIONS

NAME OF SCHOOL: Miccosukee Day School

AREA OFFICE: Southeast Agencies

CONTRACT NUMBER: K51 C 142 00 694

CONTRACT DATES: 7/1/72 - 6/30/73

DATE OF EVALUATION SITE VISIT: April 23 - 25, 1973

EVALUATION TEAM OR INDIVIDUAL, NAME AND TITLE OF EACH: _____

Mrs. Nancy Adams, Principal Miccosukee Day School

Dr. Ronald Houser, Professor University of Miami

Ms. Marie Monsen, Evaluation Specialist, BIA

NAME AND TITLE OF CONTRACT PROJECT OR PROGRAM DIRECTOR: _____

Mr. Buffalo Tiger, Chairman Miccosukee Corporation

REPORT PREPARED BY DIVISION OF EVALUATION AND PROGRAM REVIEW, FIELD SERVICES, OFFICE OF EDUCATION PROGRAM AND SUBMITTED TO THE CONTRACT OFFICER, DIVISION OF ADMINISTRATIVE SERVICES, WASHINGTON, D. C.

DATE OF TRANSMITTAL: _____

C O N T E N T S

	Page
INTRODUCTION	1
EDUCATIONAL OBJECTIVES	2
PROGRAM COMPONENTS	3
DAY SCHOOL OPERATIONS	3
Personnel and Administration	3
PROGRAMS AND CURRICULUM	5
Primary Level	6
Upper Elementary Class	10
FACILITIES AND SPACE	16
FOOD SERVICE	17
RECOMMENDATIONS	17
SUMMARY	18

A P P E N D I C E S

APPENDIX A: PART 100 - MANAGEMENT OR PERFORMANCE OF COMMUNITY PROGRAMS	20
APPENDIX B: PRIMARY LEVEL TEACHING SCHEDULE	48
APPENDIX C: UPPER ELEMENTARY TEACHING SCHEDULE	49
APPENDIX D: ADULT EDUCATION	51
APPENDIX E: L.E.A. TITLE I EVALUATION REPORT	54
APPENDIX F: OBJECTIVES - PRIMARY GRADES 1972-73	82
APPENDIX G: C.A.T. TEST SCORES - MAY 1973	106
APPENDIX H: TITLE VII NEWSLETTER AND	112
CHAOKON ATTAASHLAALASH	115
APPENDIX I: MENU A, B, C, D, E AND F	204
APPENDIX J: DRAFT OF SCHOOL BOARD MANUAL	210

INTRODUCTION

The basic contract between the BIA and the Miccosukee Corporation calls for an annual evaluation of the educational program at the Miccosukee Day School by a team composed of representatives of the contractor, the contracting officer, and a mutually agreed to third party.

This report will focus on the education program with two objectives in mind:

- (1) To determine how well program components meet their objectives
- (2) To point out strengths and weaknesses of the program components in order to assist the administrators in setting priorities and strengthening the total educational program.

This year's evaluation team was composed of Mrs. Nancy Adams (Principal), Dr. Ronald Houser (University of Miami) and Ms. Marie Monsen (BIA, Evaluation Division). The team conducted the evaluation on April 23-25, 1973.

EDUCATIONAL OBJECTIVES

The basic objectives of the 1972-73 Educational Program remain the same as those stated in last year's contract:

- (1) To reflect the needs of the Tribe in the school curriculum;
- (2) Quality training of Miccosukee Indian personnel in teaching, training and other professions;
- (3) To develop new educational concepts and methods specially adapted to the educational needs of Miccosukee Indian children;
- (4) To de-emphasize unnecessary administrative positions in order to provide flexibility necessary to adjust to the changing needs of the tribe;
- (5) To minimize dropouts from the Miccosukee educational program;
- (6) Eventually to involve and enroll non-Indians in the Miccosukee educational programs for the purpose of promoting better understanding among the various cultures; and
- (7) To improve the operation of the Miccosukee Indian Day School and related facilities by changes in emphasis and priorities and concentrating funding on the educational program rather than in administration.

In order to present a comprehensive picture, the evaluators felt it important to note that there are several educational programs funded separately -- and evaluated separately -- which affect the operation of the basic Day School Program. Although many people frequently view

these programs as separate entities, the Tribal Council does not. Any programs which reinforce interest in education, increase daily attendance, and aid in increasing an individual student's achievement will, therefore, be mentioned. (A Title I Evaluation is appended).

PROGRAM COMPONENTS

In addition to the basic K-6 curricula, the following educational programs are operational in FY 73:

<u>Program</u>	<u>Coordinator</u>
(1) Head Start	Mrs. Nancy Jim
(2) Title I	Mrs. Margaret Hutton
(3) Title VII	Mr. Sy Maus
(4) Adult Education	Mrs. Margaret Aung Thwin

DAY SCHOOL OPERATIONS (See Appendix A for Contract)

Personnel and Administration

The staff has grown since the last evaluation. This is due, in part, to the addition of a Title VII Program and, in part, to the expansion of Title I and Day School Staff. The current staffing pattern is as follows:

Teacher/Principal: Nancy Adams
 Teachers: Patti Ragan
 Aide (Instructional): Doris Bert
 Cook: Margie Sanders
 Secretary: Joan Thorpe

Title I

Reading Specialist: Margaret Hutton
 Instructional Aide: Louise Bert

Part-Time

Music - $\frac{1}{2}$ day/week: Claudel Hefner

Practical Arts - $\frac{1}{2}$ day/week

Sewing: Mary Carlson

Shop: Shim Carlson

Parent Coordinator -
 20 hours/week: Henry Clay

2 Parent Teachers -
 20 hours/week
 rotate every two weeks:

Title VII

Director: Cy Maus
 Curriculum: Minnie Bert
 Aide (Instructional):
 (in school daily
 120 minutes only): Ernie Bert
 Secretary: Betty Tiger

Part-Time

Aide (Instructional): Judy Jim
 4/hours day in
 school

N.B.

Instructional Aides:

Teach, drive bus, study Miccosukee
 language, plan lessons with teacher
 supervisor, etc.

From our observations, the staff appeared qualified in terms of background and experience. They also demonstrated a dedication to and a confidence in their students' ability to learn. The latter have been found to be key factors in student learning and progression.

Mrs. Adams, the principal, is responsible for the daily operation of the Day School. She coordinates class schedules, orders supplies, reviews lunch menus and performs the many and varied tasks associated with her job. The Staff appears well-informed. Schedules are posted; attendance and other student records are well kept. The Evaluation team felt that the schedule was well organized yet flexible to permit field trips and special projects. More importantly, Mrs. Adams knows what is happening at the school - how the students are progressing, what the strengths and weaknesses of her staff are, and where staff and students are at any given time. She is concerned about the professional growth of her staff.

PROGRAMS AND CURRICULUM

Appendices B-D outline the teaching schedules. Several factors should be highlighted. Learning is fun. This ambiance permeates the school. Student art and weaving as well as other Indian artwork and pictures of Indian leaders decorate the school. Emphasis is on attracting and retaining students. As the Title I Evaluation (Appendix E) indicates, the dropout rate has decreased markedly. Of the 45 students enrolled in FY 73 there have been three "dropouts." One student's family moved;

one student is currently working in Frog City -- part-time at the school as a Title I aide and part-time in the Neighborhood Youth Corps (NYC). The third is involved in NYC part-time and attends the Adult Education Program part-time. This compares with FY 71 when there was an enrollment of 32 with 10 students dropping out during the school year. (Due to reporting procedures then, the reasons for dropouts are unavailable. However, it is known "informally" that most of these students remained on the reservation and did not participate in any education programs.)

The basic Day School curriculum consists of English (reading, spelling, speaking), Arithmetic, Miccosukee language and culture, Social Studies and some Music, Art and Geography. The main thrust is the development of language skills. Emphasis is on individualized learning and the three classroom building bustles with a variety of activities during each class hour. The school is divided into primary and elementary levels -- K-6.

Primary Level

In the area of Social Studies, one group is working on a Florida unit (and planning a 2-day trip through Florida in June); another is working on a community workers project; and the beginners are learning about children in other lands (Japan, Mexico, Samoa and England).

Better health and grooming habits are stressed continuously by a visiting nurse. The children brush their teeth every day after lunch, practice cleanliness habits in the bathroom, and the younger ones take a 30 minute nap after lunch. Areas of study in Science this year have been plants, weather, water, animals, food, and physical properties of various objects.

A number of enrichment activities are available to the children this year. Besides weekly music classes, there are weekly sewing classes for the older girls in Level 3 and weekly shop classes for the boys in Level 3. The Miami Public Library sends out a bookmobile bi-weekly; the Dade County Recreation Department has provided them with a daily physical education teachers; and the Florida Extension Service sends several ladies out monthly to teach cooking.

Under the Title I program, mothers come in the classroom to teach design making, bead-craft, and basketry. The children also travel out to a campsite where they are building a Miccosukee village with the father of one of the students.

Additional music and cooking activities, as well as art projects, birthday parties, weekly movies, and monthly field trips are provided by the regular teaching staff.

The first graders come to the school directly from the Headstart nursery school as there is, unfortunately, no kindergarten program.

Consequently, the first months of school are spent in doing readiness activities and learning kindergarten skills.

There are currently 6 children in the Headstart Nursery School who will be first graders in September 1973. They are 5 and 6 years old and need to be learning kindergarten skills. This year, for the first time, they have started bringing these children into the Day School for 40 minutes a day while the regular school children are outside for physical education. In addition to preparing these kindergarten-age children for first grade, they are showing the Headstart teacher and teacher-aides ways they can teach readiness skills to these children.

They also participate in a summer school program to prepare for first grade. Title I aides work with these students (7-9 in a given year.)

There are 22 children in the primary class; eight in the beginning group, nine in the second level, and five in the third level. Louise Bert, the Title I teacher-aide works mainly with the eight first graders. There are three this year who speak very little English (compared to 5 non-English speakers last year). Mrs. Bert works out her lesson plans and prepares many of her own teaching materials. Judy Jim (a former student of the Day School), is a part-time Title VII teacher-aide and a part-time Neighborhood Youth Corps worker. She spends most of her day teaching Miccosukee reading to small groups, but also spends time working with the beginners. Frequent conferences are held with both aides to plan schedules, discuss teaching techniques, and plan methods of approach for individual students.

They are using the NDE Alpha One program with the beginners as the core reading system. However, other approaches such as the Aud-X, the Hoffman, the Controlled Reader, the SRA Reading Kit, various linguistic and basal series, and small group instruction with Mrs. Hutton (the Title I Reading teacher) are available. One of the most successful activities in Mrs. Hutton's primary reading program has been the children's creation of their own books. They make up stories, dictate them (or write them if they can), and illustrate them. Then, they read them to the rest of the class during story time. They work on these books enthusiastically during reading period, free-time, and often before and after school.

They are using the Singer Math series Sets and Numbers K-3. Other math materials are used such as the Cuisenaire rods, Distar geo-board, Tangrams, and a number of tactile games and puzzles.

The Language Arts are approached in several ways. Besides on-going teacher-pupil conversations, the pupils have been involved (in small groups) in the Distar Language program for 20 minutes a day. Several ESL tape series are used, as well as activity and story records. The children also have use of a Language Master, speech mirrors, a flip-top projector and tape cassette players. Perhaps the most popular language activity is the 45 minute weekly songfest with the Title I music teacher. The other children are encouraged to write about field trips, artwork, TV programs, personal experiences, and special events at school. The beginners dictate these stories and then copy them.

For Spelling, they use the Webster series Basic Goals in Spelling, but many times they make up their own lists using holiday words, reading words, etc. The children write sentences using the words, find their definitions in primary dictionaries, and use them in crossword puzzles. They also take turns making up their own ditto masters of puzzles for the rest of their group.

Level 1 has been learning manuscript writing with emphasis on posture, motor control, and line and space discrimination. Level 2 is making the transition to cursive, and level 3 is working at perfecting their cursive writing. In the Area of Social Studies (7-9 in a given year).

Upper Elementary Class

Each day the class meets for a fifteen minute orientation period. The homeroom teacher, Mrs. Maus, tells them about their seatwork activities for the day. Following this the class breaks up into five groups of three to five students each for various instructional activities taught by the teacher and aides.

Mrs. Hutton is the Title I reading specialist who takes each child during the day for individual instruction in reading. Materials are selected according to the pupil's needs and interests. Reading levels range from Grades 1+ to 7.

In January, a brand new subject was initiated with the pupils through the nascent Title VII program, that of teaching them how to read and write the Miccosukee language. All the children are progressing nicely

and seem very excited about their new accomplishment. Three Miccosukee Indians, Doris Bert, instructional aide, and Ernie Bert and Minnie Cypress, both Title VII aides, teach the pupils their language in small groups of three or four throughout the day.

Mrs. Maus teaches three Math groups. Sets and Numbers, books 3 and 5 are used. The younger children in book 3 review multiplication tables daily and play a variety of math games to strengthen their knowledge of these facts. The older group is working in Book 5. Special emphasis has been placed on reading and writing large numbers, fractions, multiple-digit multiplication and division. Doris Bert teaches three children in Sets and Numbers, Book 4, and Miss Ragan takes one pupil with her Book 2 Math group. All seem to be developing a feeling of confidence with numbers now. They are speaking out to answer problems and ask questions this year as never before.

Health Education lessons are given to the pupils twice a month by Mrs. Knigge, a public health nurse. Cleanliness has been stressed with the class in order to prevent infection.

Mrs. Delappa, a nutrition specialist teaches the pupils once a month with the help of two assistants. She teaches nutrition and guides them in preparing nutritious meals and snacks in the school kitchen.

Every Friday Mrs. Carlson takes the girls for approximately an hour for sewing lessons. During the week I was there they had a fashion show for their parents. Mr. Carlson takes the boys for practical Arts classes. They

are learning basic carpentry and recently completed making beautiful Deacon's benches. Both of these activities help promote expanded use of English and are funded by Title I.

Once a week the Title I music teacher spends 45 minutes with the children. She has emphasized reading and singing new songs. The children are compiling a songbook of favorites. Following the group lesson some individuals study an instrument with her.

For 40 minutes daily, pupils attend Physical Education activities taught by Mr. Jackson, the recreation specialist from Dade County Recreation Department.

The Dade County Library sends a Bookmobile service for all the children every other Wednesday. This activity has created more interest in independent reading. Each child is allowed to select as many books as he or she wishes.

The entire class comes together once again for science and social studies. They are planning to start a new aquarium soon. Book 4 of Science In Your Life has been used as a guide and the class recently studied a unit on kinds of insects.

Pupils have been studying about the South in Social Studies class. The children are growing in their ability to locate and organize information in their ability to read with understanding and to work effectively with others. Chairman Buffalo Tiger usually visits the

class once a week to discuss the history and culture of the Miccosukee people as part of the Social Studies program.

The pupils watch the Electric Company (a program to help them with reading and phonics) on television one half hour daily.

The entire group is working individually in the SRA 1a-2b lesson series. They started at a very elementary level in this program in order to assure their success and independence, and they are proceeding very smoothly through it. The children are also working in the Hoffman Reading Program and are progressing satisfactorily. They seem pleased to find themselves so competent and successful and this success is affecting their other work very positively.

The basic curricula employed appear appropriate for individualized learning and are obviously well utilized. In addition to using teacher-made tests and the C.A.T., student progress is measured against behavioral objectives set by each program component (Appendix F). The objectives are well thought out and many relate specifically to the Miccosukee/Florida setting -- i.e. Groups 1 and 2 will be able to locate on a Florida map Miami, Key West, Naples, Miccosukee reservation, etc. At the time of the evaluation no test data was available on the behavioral objectives. However, C.A.T. tests were administered in late September 1972 and again in early May 1973 (Appendix G). Of the 15 primary students tested, seven had progressed seven months or more in the seven month period; two had made six months

progress. Six of the 14 upper elementary students tested had progressed seven months or more; two had made six month's progress. While these results do not indicate overwhelming success, they do indicate that more than half of the students are making acceptable progress. With the previous dropout rate, and poor attendance records, such progress could not have been made. If the school maintains this year's record of student retention, we would anticipate even more progress next year.

The Title VII Program, concentrating on Miccosukee language and culture, was introduced this year. This program is still in the incipient stage. Thus, the emphasis is on curriculum development (See Appendix H for an example). The evaluators were impressed with the enthusiasm of the curriculum staff and the dedication of the teaching aides. In addition to the written materials, there were games and tapes utilized in class. The attention span of the students appeared good despite the presence of outsiders and the recent return from Easter recess.

As mentioned earlier an interesting new facet of the school program has been the introduction of weekly visits by Mr. Tiger and other Miccosukee adults to talk with the children about various facets of traditional Miccosukee life. This is not only useful for the students, but also serves to acquaint the adults with the school and its staff.

An evaluation of the Title I Program is appended so this report will not deal with it in depth. It should be noted that the teacher is

competent, enjoys children and makes learning fun. Students receive a great deal of individual attention and progress at their own rate. A balance between interest in the individual child, praise for his progress and warm, though firm, control of the classes was obvious. Books, the blackboard and games are well utilized. Testing, both standardized and informal, is employed as a device to measure individual growth rather than measuring students against national norms. Progress is apparent. The target group's achievement has improved from an average of .3 years growth per school year to .7. This figure is based on the C.A.T. (See Appendix G). In addition to the classroom work with the Title I teacher, students work with adults learning weaving, beading, boat building and other Miccosukee crafts and lore.

The Adult Education Program has several facets to it. Since the BIA Adult Education coordinator is preparing a report, this evaluation will not deal with the program in any depth. The Program has six components-- a Junior High program for younger students, mainly dropouts, held on the reservation, a G.E.D. Program for those interested in obtaining a high school diploma, also held on the reservation, a High School Equivalency Program where students study at the University of Miami, a Junior College Program held at Miami Dade Junior College, a University Program held at Florida International University and an Adult Basic Education Program conducted on the reservation. (It is worth noting that Dade County funds teachers for the first two components). Appendix D contains a description of the programs along

with enrollment data. While the program is experiencing "growing pains", the variety of components offered and the fact that over ten people have received G.E.D.s in the past 1½ years are a tribute to the perserverance of Mr. Adams and Mrs. Aung Thwin. The evaluators feel increased enrollment in this program reinforces the Day School retention rate and vice-versa.

Due to the hectic pace of the visit and scheduling problems, the team made only a brief visit to the Head Start Program. The Day School staff feels that Head Start students come to the school better prepared in spoken English than other students. The evaluators felt this to be true in observing the beginners in class.

FACILITIES AND SPACE

School facilities are modern, functional and well maintained, and space is well utilized. The school remains a focus of activities, both educational and recreational. However, a community center and tribal office is under construction and may take some of the pressure off the school which currently serves the Miccosukee from 8 a.m. to 10 p.m. Transportation is adequate, but does pose somewhat of a problem since several students commute a great distance and live "off the beaten track."

FOOD SERVICE

The school lunch program provides a nutritional and well-balanced meal at noon (See Appendix I for an example) as well as mid-morning and mid-afternoon snacks. Lunch is prepared on compartmentalized trays which the students pick up and return in a walk-through kitchen. Students eat at their desks and second portions are available. The Evaluation team observed that most of the school staff ate lunch with the students. It was also pointed out that students take turns assisting with the clean up detail after lunch. Kitchen and food storage facilities are basically good. A State inspection team found minor problems which the Staff is now resolving.

RECOMMENDATIONS

- (1) That the teaching aides be increasingly utilized and that more of their training be structured and formal (i.e. through college coursework, in-service training programs, perhaps in conjunction with aides from other tribes).
- (2) That the School Board members continue to increase their involvement with the school. Here again, workshops would be useful. Appendix J contains a draft of proposed authorities to be delegated to the Board and to the school staff. This is being discussed by the Miccosukee and will be modified. Hopefully a final version will be adopted and implemented.

- (3) That the Day School explore alternate ways of easing the transition from Head Start to the Day School. Since additional staffing will be limited by budgetary constraints, the evaluators suggest contacting BIA Early Childhood Specialist, Ms. Mariana Jessen, for technical support and information on alternative solutions to this problem.
- (4) That the Day School explore ethno-science as an approach to meeting the concerns of the tribe to retain Miccosukee culture and language. The Title VII staff is small and the task of preparing materials in Miccosukee for all subjects taught at the school is a demanding one. (An orthography for written Miccosukee was non-existent two years ago). The ethno-science approach might provide an acceptable alternative to developing a science curriculum in Miccosukee.
- (5) That the Day School Staff, including the Principal, be encouraged to attend professional workshops and training sessions. They will not only benefit from associating with others in their field, but also have much to offer BIA, tribal and other educators.

SUMMARY

It is the opinion of the evaluators that the Miccosukee Corporation has an excellent Day School education program. The staff is progressing steadily toward meeting their program objectives. Almost all of the recommendations made by last year's evaluation team are

being implemented-- the exception being those related to long term objectives. Self-evaluation is an on-going effort as evidenced by the quality of the quarterly reports as well as the observations of this year's evaluation team.

It is hoped that the Appendices will be reviewed carefully by readers of this Evaluation since they contain much valuable information and could be useful in planning new school programs or strengthening on-going programs.

APPENDIX A
PART 100 - MANAGEMENT OR

20

PERFORMANCE OF COMMUNITY PROGRAMS

101. OBJECTIVE. The objective of this contract is to provide for the continued operation of the programs on the Miccosukee Indian Community by the Miccosukee Corporation, hereinafter referred to as the Contractor in order to give the Contractor as much control and direction over the development and execution of programs on the reservation as possible under the laws, rules and regulations with which the Bureau must comply.

102. MANAGEMENT OR PERFORMANCE OF COMMUNITY PROGRAMS. (a) The Contractor shall manage or perform for the Government (Bureau) each community program or segment thereof made a part of this contract.

(b) The Contractor may perform the work with his own forces or by subcontract when necessary to insure that the contract work is completed in accordance with contract requirements.

(c) The monetary amount for each community program will be in accordance with the amount arrived at during negotiations and will be subject to appropriations made by Congress.

103. COMMUNITY PROGRAMS. A Community Program refers to any program or segment thereof for which funds are made available for an Indian Community. The community programs or segments thereof are identified hereinafter by appropriate title.

104. AUTHORITY FOR PROCUREMENT OF SERVICE. The contracting authority under which each community program included in this contract is cited in the part dealing with each program.

PART 100.1 - EDUCATION REQUIREMENTS

100.1-1 CONTRACTING AUTHORITY. This portion of the contract is authorized by the Acts of April 16, 1934, 48 Stat. 596 and June 4, 1936, 49 Stat. 1458, 25 USC 452, commonly referred to as the Johnson - O'Malley Act.

JUL 15 1972

100.1-2 SCOPE OF CONTRACT. (a) The Contractor shall provide all necessary personnel and all materials, equipment, facilities, and services required to operate the school system, known as the Miccosukee Day School and as outlined under and more specifically detailed in clauses titled below:

- (1) School operating facilities
- (2) Number of Indian students to be provided education services
- (3) Personnel standards
- (4) Length of school year and day
- (5) Teaching load and class size
- (6) Direction of school operation by Contractor
- (7) Curriculum
- (8) Food service
- (9) Student Transportation service
- (10) Records
- (11) Reports

100.1-3 SCHOOL OPERATING FACILITIES. The Contractor will be responsible for the facilities in which the school program is operated. Should deficiencies be reported by the Contracting Officer as to any inadequacy of the facilities it will be the Contractor's responsibility to make such corrections. The Contracting Officer has no authority to authorize

funds for capital improvements to non-Government owned facilities nor can the Contractor utilize funds provided in this contract for such purposes.

100.1-4 NUMBER OF INDIAN STUDENTS TO BE PROVIDED EDUCATION SERVICES.

(a) The Contractor shall provide education and related services as outlined in this contract to eligible Indian students. The anticipated number of students to be enrolled and provided education services during the school year of this contract are 42 students in grades 1 through 6.

100.1-5 PERSONNEL STANDARDS. (a) The Contractor shall provide the professional supportive personnel required to provide the education program detailed herein and they shall meet applicable standards and certification requirements as prescribed by the United States Civil Service Commission, without regard to the source of financial support.

(1) Certain other positions may be filled by individuals not meeting the certification requirements prescribed provided they possess special qualifications as determined by the Contractor and provided that they are approved by the Contractor and the Contracting Officer.

(2) All professional personnel serving in academic supervisory capacities shall be professionally qualified according to mutually agreed to standards in the areas of their supervision.

100.1-6 LENGTH OF SCHOOL YEAR AND DAY. The Contractor shall provide a minimum school year and school day as follows:

(1) The school year shall be not less than 180 teaching days.

(2) The length of the school day shall be not less than six and one-half (6 1/2) clock hours gross, except first year students

whose school day shall not be less than five (5) hours.

100.1-7 TEACHING LOAD AND CLASS SIZE. (a) The Contractor shall maintain the following teaching load and class size for grades being taught under this contract.

(b) Teachers of all grades shall be on duty at least seven (7) clock hours per day and such additional time thereafter as may be required by special circumstances.

(1) No teacher shall be permitted to teach more than six and one-half (6 1/2) hour periods daily.

(c) If special circumstances warrant a deviation from the above standards the Contractor may submit a justification describing the conditions and request an exception from the Contracting Officer. The Contracting Officer may grant the deviation if the circumstances and conditions show the need.

100.1-8 DIRECTION OF SCHOOL OPERATIONS BY CONTRACTOR. The Contractor shall have a representative with full authority to take action that may be warranted on the school premises at all hours when the school or feeding programs are in operation. The representative's name, title and telephone number shall be made available to the Contracting Officer before the school term commences. If the representative is changed for any reason prompt notification shall be given the Contracting Officer.

100.1-9 CURRICULUM. The Contractor shall provide a curriculum which is designed to attain the objectives of a elementary school and meet Attachment A. If circumstances warrant a deviation from the above standards it shall be approved by the Contracting Officer.

100.1-10 FOOD SERVICE. The Contractor shall provide to the Miccosukee School students breakfast, lunch and an afternoon snack. The food served to students shall be adequate to meet their nutritional needs in accordance with minimal nutritional standards prescribed by the United States Department of Agriculture, and/or in the State of Florida, and/or BIA.

100.1-11 STUDENT TRANSPORTATION SERVICE. (a) The Contractor shall provide and be responsible for the transportation of Indian students from residence to school and return based upon established schedule of service as set forth in Attachment B - Map.

(b) The Contractor shall provide all other required transportation needs of students such as sightseeing tours, visits to other schools, attendance at athletic events away from school, and other special occasions.

(c) The Contractor shall require that all transportation equipment meet GSA standards and that the equipment be maintained in good and safe operating condition at all times, and no equipment that is not in that condition shall be used for the transportation of students. The Contractor shall require all vehicles used in the school operation to meet the GSA inspection requirements.

(d) The Contractor shall require that all drivers of vehicles used for transporting students or for any other purpose in connection with the school operation have vehicle operator's licenses issued by the State Department of Motor Vehicles or any equivalent office and a Government driver's license when operating a GSA vehicle.

(c) The Contractor may rent buses and other required vehicles when they are available from the General Services Administration. Such arrangements shall be made under terms agreed to by the parties concerned. Purchase and/or lease of other than GSA vehicles shall have prior approval of the Contracting Officer.

100.1-12 SCHOOL ATTENDANCE REQUIREMENTS. The Contractor shall encourage school attendance.

100.1-13 RECORDS. (a) The Contractor shall maintain the following records.

(1) Permanent record of each student which shall include academic marks, attendance and other pertinent information including health records to be obtained from the United States Indian Health Service when available.

(2) Transcripts and permanent records of students transferring to another school, shall be forwarded upon request to the receiving school.

(3) Official current transcript, a current health certificate, and a record of the certification of each professional person and other support personnel employed shall be maintained.

(4) Record of the financial operations and obligations of funds shall be maintained in a manner prescribed by the Contractor in order to permit proper financial accounting audits.

(5) An inventory of each piece of Federal property made available to the Contractor under this contract as prescribed by existing Federal regulations and policies.

(6) Pupil accounting shall be in accordance with procedures

established jointly by the Contractor and the Contracting Officer.

(7) All student files shall be handled in a confidential manner.

(8) The Contracting Officer and the Contractor shall cooperate in seeking accreditation by appropriate agency or agencies.

(b) All records shall be maintained in a manner to minimize theft or destruction by fire.

100.1-14 REPORTS. (a) The Contractor shall submit the following reports to the Contracting Officer:

(1) A program report certified by the Contractor shall be submitted within ten days following the close of each quarter (September 30, December 31, March 31 and June 30). This report shall reflect in sufficient detail student enrollment by age; average daily attendance; progress toward program goals, program evaluation; personnel development; and, student-community participation.



PART 100.2 - ADULT EDUCATION

100.2-1 CONTRACTING AUTHORITY. This portion of the contract is authorized by the Acts of April 16, 1934, 48 Stat. 596 and June 4, 1936, 49 Stat. 1458, 25 USC 452, commonly referred to as the Johnson - O'Malley Act.

100.2-2 SCOPE OF ADULT EDUCATIONAL SERVICES. The Contractor shall provide all necessary qualified personnel, equipment, material and services to operate the Adult Education Program on the Miccosukee Indian Reservation.

100.2-3 STUDENTS TO BE PROVIDED SERVICE. (a) The Contractor shall provide adult education and related services as outlined herein to all eligible Miccosukee Indians seeking to raise their educational levels and competency.

(b) Approximately 50 students shall receive these services, including those on a part time basis.

100.2-4 INSTRUCTION. (a) The Contractor shall provide instruction four (4) nights per week for Adult Basic Education (ABE) for at least 48 weeks.

(b) The Contractor shall offer General Educational Development (GED) courses at least four hours per week for at least 48 weeks.

(c) Day classes may be established as may be required to serve the students.

100.2-5 TEACHING LOAD AND CLASS SIZE. The teaching load and class size will be dependent upon the number of enrollees in the program but should not exceed 15 per class unless approved by the Contracting Officer.

100.2-6 CURRICULUM. (a) The curriculum shall be divided into two phases, as follows:

(1) Adult Basic Education (ABE).

(2) General Education Development (GED)

(b) The ABE shall encompass all subjects necessary to enable the beginning student to progress to the secondary level.

(c) The GED phase of the program shall be specifically directed toward preparing the student to pass the GED examination.

100.2-7 PERSONNEL STANDARDS. (a) The Contractor shall provide a project director who is responsible for administration of the program.

(b) Personnel required to operate this program shall be approved by the Contracting Officer.

(c) The Contractor shall also provide a bilingual Adult Education Aide to assist in the program, who shall be a high school graduate if at all possible.

100.2-8 STUDENT TRANSPORTATION. (a) The Contractor shall provide transportation to and from classes for students in the program who require such service.

(b) All drivers of vehicles used for this purpose shall possess a valid state operator's license. In addition, if GSA vehicles are used the drivers shall have a valid GSA driver's license.

(c) All vehicles used for student transportation shall be maintained in good operating condition.

100.2-9 STUDENT ATTENDANCE REQUIREMENTS. Although it is recognized that attendance by students is on a voluntary basis the Contractor shall be responsible for encouraging students to attend the courses in which they are enrolled regularly.

100.2-10 OTHER CURRICULA. The Contractor shall provide other curricula as may be requested by program participants or potential participants as determined feasible by the Contractor and the Contracting Officer. These other courses may include but shall not be limited to such things as business administration and office skills, shorthand, typing, income tax preparation, arts and crafts.

100.2-11 REPORTS. (a) The Contractor shall submit the following reports to the Contracting Officer as indicated:

(1) Quarterly. A report which shall include courses offered, numbers enrolled, number of class sessions, average attendance, number of adults counselled, numbers who successfully completed the GED examination, numbers who successfully completed portions of the GED examination.

(2) Annual. A final report on forms prescribed by the Contracting Officer containing all of the information in the quarterly report and a narrative report on program goals, how these goals were determined, progress toward these goals, and a program analysis by individual skill. This report should be submitted at least 30 days before the end of the contract term.

(3) Special Reports. Special reports shall be submitted as may be required by the Contracting Officer.

PART 100.3 CREDIT AND FINANCE

100.3-1 CONTRACTING AUTHORITY. This portion of the contract is authorized by the Act of November 2, 1921, 42 Stat. 208, 25 USC 13.

100.3-2 STATEMENT OF WORK. (a) The Contractor shall perform the following items of work:

(1) Provide a program of advice and guidance to local Indian residents on:

(i) Money management. This shall include as a minimum advice on: (1) prudent use of credit; (2) timely saving of wages and other income; and (3) assumption of debt responsibility.

(ii) Sound business practices and procedures.

(2) Assist tribal members to obtain needed financing from private and government lenders by:

(i) Placing potential borrowers in contact with lenders.

(ii) Assisting individuals in preparing adequate information on proposals for presentation to lenders, including loan applications.

(iii) Carrying out a comprehensive program on lender-borrower relations.

(3) Administer the tribal credit program in accordance with terms and conditions of the existing loan contract, as amended, between the Tribe and the United States. This shall include maintaining of accounts and records for the credit program.

100.3-3 REPORTS AND "DELIVERABLES". (a) The following reports are to be provided by the Contractor:

(1) Annual report as of June 30, for the Division of Credit and Financing pursuant to 47 BIA 11 which is due annually not later than August 15. Detailed instructions for this report is in Supplement No. 4 to 47 BIA, to be delivered by the government to the Contractor.

(1) Form 5-4735, Credit and Financing Output Measurements, is to be used as a self-evaluation statement and is due with the annual report. Statistics to complete this form are kept on:

1. New Assisted Commercial Loans. Include all new assisted loans from commercial lenders or financing by business establishments, by number and dollar amount (\$ value rounded to the nearest dollar, dropping cents).

2. New Assisted Other Federal Financing. Include all new assisted loans and grants from Federal Agencies other than BIA by number and dollar amount (\$ value rounded to the nearest dollar, dropping cents).

3. Financing Management Counseling Contacts. Include by number the total contacts with tribal members or groups on counseling in financial management. Treat each contact separately even though it might have been with the same individual or group.

PART 100.4 - RESOURCES MANAGEMENT AND DEVELOPMENT

100.4-1 AUTHORITY. This portion of the contract is authorized by the Act of November 2, 1921, 42 Stat. 208, 25 USC 13.

100.4-2 OBJECTIVES. The objectives of the Resources Management and Development Program is to maximize the value of the physical resources of the Miccosukee Tribe in order to develop job opportunities and income sources for the Miccosukee Indian people.

100.4-3 SCOPE OF WORK. The Contractor shall provide all necessary qualified personnel and materials, equipment, facilities and services required to operate a Resources Management and Development Program designed to implement the orderly planning and development of the resources of the Miccosukee Tribe.

100.4-4 PROJECTS. (a) Projects to be planned and developed shall include but not be limited to the following:

- (1) A 50 unit motel on or near the Tamiami Trail
- (2) A wood carving workshop
- (3) A housing improvement project
- (4) A trailer park
- (5) A shopping center with related tourist facilities
- (6) An agriculture and alligator farming project
- (7) Planning for development of a possible concession within the Everglades National Park
- (8) "Clean" industrial development.

100.4-5 PROGRAM DIRECTION. The Contractor shall provide a qualified Director for the Resources Management and Development Program who will be responsible for the effective coordination of the activities of all Tribal, Federal, State and private agencies working for the economic advancement of the Miccosukee Indian people and the overall direction of the program.

100.4-6 REPORTS. (a) The Contractor shall furnish the Contracting Officer with the following reports as indicated:

(1) Quarterly. A report on all projects on which plans have been started or completed. The report shall include a summary of what has been accomplished, contacts made with other organizations, the results of the contacts and an evaluation of accomplishments.

(2) Annual. A report including all of the items in the Quarterly Report and in addition a self-evaluation of what was accomplished during the year and where further efforts are required.

PART 100.5 - HOUSING IMPROVEMENT PROGRAM (HIP)

100.5-1 CONTRACTING AUTHORITY. This portion of the contract is authorized by the Act of November 2, 1921, 42 Stat. 208, 25 USC 13.

100.5-2 REPAIRS. The Contractor shall provide repairs in the following categories and for the following home site designations:

<u>Categories</u>	<u>Home Site Designations</u>
1. Foundation and Porch	E-10, 9, 6, 5, 3, 2, 1 W-2, 3, 6, 7, 9, 11, 13
2. Floor and Joists	E-10, 9, 8, 7, 6, 5, 4, 3, 2, 1 W-2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
3. Exterior Walls	E-10, 9, 8, 7, 6, 5, 4, 3, 2, 1 W-2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
4. Reverse Cycle Air Conditioning	E-10, 9, 8, 7, 6, 5, 4, 3, 2, 1 W-2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13
5. Utility Room	E-10, 9, 6, 5, 3, 1, W-2, 4, 6, 7, 9, 10
6. Bedroom Closets	E-10, 9, 6, 5, 4, 3, 1 W-2, 4, 6, 7, 9, 10
7. Bath	E-10, 9, 6, 5, 4, 3, 1 W-2, 6, 7, 8, 9, 10
8. Windows	E-8, 7, W-3, 5, 8, 11, 12
9. Refrigerator	E-4
10. Living Room	W-10

100.5-3 SPECIFICATIONS. (a) The above repairs shall be performed in accordance with the following specifications:

(1) Foundation and Porches.

(i) Replace wooden piers with concrete piers. The concrete piers will consist of a 2' x 2' concrete slab 1' thick with the necessary rods in the pad extended up into the 3 block high pier (each block, 8" x 16" x 16" concrete building block) which will be filled with 3,500 PSI concrete, and also have a 1" galvanized strap 2 feet long of which 1' will remain in the concrete block and the other foot will be nailed to the 2 x 6 yellow Pine floor joists. Drawings to be furnished by the Contracting Officer.

(ii) Replace as required porch boards with 2" x 4" yellow Pine boards spaced 1" apart, and railings with 2" x 4" pressure treated yellow Pine. As required steps will be replaced with poured concrete. All drawings to be furnished by the Contracting Officer.

(2) Floors and Joists. Because of the numerous plumbing leaks, it is necessary to repair approximately one-third of the flooring in all of the houses. There are two different types of flooring in these houses: The first type consists of 1" x 6" T&G yellow Pine which acts as a sub-floor. The finished floor of that particular house consists of 1" x 3" T&G yellow Pine. The second type of flooring is of 3" x 4" T&G yellow Pine which acts as a sub-floor and the finished floor. The rotted flooring shall be replaced and the floor joists be reinforced in order to replace portions of the floor. There are several 2" x 6" joists that shall be reinforced in each home.

(3) Exterior Walls. Replace portions of exterior walls as required with 1" x 8" V joint cypress siding. As the Contractor replaces some of the boards, there will be times when he will have to replace some of the studding on the interior of the houses due to the poor siding conditions.

(4) Reverse Cycle Air Conditioning. The Contractor shall install window type air conditioners to be 220 volts and 24,000 BTU's.

(5) Utility Rooms. This consists of a 7' x 7' aluminum fully enclosed storage room mounted on an 8' x 8' concrete slab in rear of the house and passes all of the Florida hurricane codes.

(6) Bedroom Closets. Add more shelving as required by the families and refinish same and add clothes rods.

(7) Baths. This will include all necessary repairs to the water closets, installation of paper and towel holders, and replacing of faucets for the tub and lavatories, if needed.

(8) Ceilings. The Contractor shall install a suspended ceiling that will consist of 2' x 2' x 2" fibre glass plastic coated panels. These panels are inserted in a metal frame that is hung from the ceiling. The 2' x 2' fibre glass paddings act as an insulation.

(9) Windows. The Contractor shall install aluminum single hung windows.

100.5-4 MATERIALS AND WORKMANSHIP STANDARDS. All materials and workmanship shall meet applicable state or local building code requirements.

100.5-5 REPORTS. The Contractor shall furnish (a) a quarterly narrative

report setting forth progress made in IIP the preceeding month.

Reports due October 15, January 15, April 15, and July 15.

(b) A final report in the format prescribed by the Contracting Officer.

PART 100.6 - ROAD MAINTENANCE

100.6-1 AUTHORITY. The authority for this portion of the contract is the Act of November 21, 1921, 42 Stat. 208, 25 USC 13.

100.6-2 SCOPE OF WORK. The Contractor shall provide all labor, materials, supplies and equipment, except as hereinafter noted, to occasionally maintain the road known as "old U. S. No. 41" on the Miccosukee Indian Reservation. Said road is approximately 3 miles in length.

100.6-3 MAINTENANCE. (a) Maintenance is that program of work whereby roads are kept in the condition in which they existed after the road was constructed and is for the purpose of keeping the roads in a safe, hazard free and usable condition.

(b) Occasional maintenance for the purpose of this contract is defined as surface repair, inslope and backslope repair, cleaning out culverts and the moving of shoulders and inslopes on an intermittent basis as is necessary to keep the road in a safe, hazard free and usable condition.

100.6-4 SURFACE REPAIR. The Contractor shall exercise particular care to make sure that the road surface is kept free of pot holes.

100.6-5 MOWING OF SHOULDERS AND INSLOPES. (a) The Bureau agrees to furnish the Contractor a Government-owned self-propelled mower with attachments for mowing shoulders and inslopes. The equipment, which is located at Seminole Agency, Hollywood, Florida, will be furnished on an as needed basis and must be requested at least two weeks in advance of anticipated usage. Requests should be made to the Contracting Officer.

(b) The Contracting Officer shall be responsible for transporting the mower to and from the place it is located. The Contractor shall furnish all necessary fuel, supplies, and lubricants for the operation and maintenance of the machine while in its possession.

100.6-6 SIGNS. The Contractor shall provide labor, materials, and supplies for the adequate safety signing of the road.

100.6-7 REPORTS. The Contractor shall furnish the Contracting Officer with a quarterly report showing the dates on which occasional maintenance was performed and the type of maintenance that was performed.

PART 200 - SPECIAL REQUIREMENTS

201. CONSULTATIVE SERVICES. The Contracting Officer will consult with the Contractor in order to provide training, and consultative research and development to insure that the Federal obligation and trust responsibility for the education of Indian children and youth for which the Federal Government is responsible will be met. In addition, the Contractor may request the Contracting Officer for guidance in interpreting the terms of the contract or other matters related to the performance of the contract. Discussions initiated by either the Contractor or the Contracting Officer and requests for guidance made by the Contractor will be honored within a reasonable time after a request is made.

JUL 15 1972

202. CONTRACTOR'S INNOVATIVE INPUT. The Contractor has wide range to develop innovative programs within the requirements of this contract, and is encouraged to do so. Such programs shall be reduced to writing and copies shall be furnished the Contracting Officer. Any program that conflicts with or replaces a program expressly provided in the contract shall be approved by the Contracting Officer in advance of its use.

203. MONITORING AND OBSERVING THE CONTRACTOR'S PERFORMANCE. Only the Contracting Officer or his designated representative(s) shall be allowed access to the premises for the purpose of monitoring all phases of the performance of the contract. Monitoring shall include the review of records, reports, observing classroom instruction, student transportation facilities and operations, food service

programs and any other activities that are being performed under the contract. Any provisions of the contract not in compliance with its terms shall orally and in writing be called to the Contractor's attention with a request to correct the deficiencies. The Contracting Officer will contact the Contractor's representative on the premises when making a monitoring call and will conduct his monitoring activities so as to cause the least interruption to the operations. The Contractor shall cooperate in all reasonable ways to assist in the monitoring.

204. PERFORMANCE REVIEW AND EVALUATION. (a) A performance review and evaluation of the total programs shall be made once during the fiscal year. The purpose of the review and evaluation is to review all aspects of the performance covered by the contract and to evaluate the performance against the contract provisions and standards specified, to recommend corrective action for deficiencies that are found and to improve operations where required.

(b) The review and evaluation shall be conducted by an equal number of representatives designated by the Contractor and Contracting Officer and a third party selected jointly by the Contractor and Contracting Officer. The review and evaluation shall be made on mutually agreeable dates and at no additional expense to the Contractor.

(c) The Goals and Objectives of the school, which will form the basis of the school program evaluation are contained in Attachment C.

205. FISCAL ACCOUNTING. The Contractor shall maintain a fiscal accounting system designed to reflect cost of the various segments

of the programs as indicated in the approved budget. The accounting system shall be designed by the Contractor and approved by the Contracting Officer, and it shall be put in operation when the contract term begins, but it shall cover all financial transactions incurred during the full term of the contract. The fiscal accounting system established may not be altered except by approval of the Contracting Officer, and shall be designed to conform with the budget attached to this contract.

206. FINANCIAL AUDITS. The Contractor's expenditure of contract funds will be audited on an annual basis by the Contracting Officer within 90 days after the end of the contract period without cost to the Contractor. The audits are for the benefit and protection of the Contractor. The Contractor shall cooperate with the Contracting Officer in making all necessary information available for the audit. The audit will be conducted in such a manner so as to cause the least inconvenience to the operations. A copy of each audit shall be furnished to the Contractor.

207. INDEMNITY AND INSURANCE. (a) The Contractor shall indemnify and save and keep harmless the Government against any or all loss, cost, damage, claim, expense or liability whatsoever, because of accident or injury to persons or property or others occurring in connection with the total operation under this contract.

(b) The Contractor shall secure, pay the premium for, and keep in force until the expiration of this contract, and any renewal period thereof, insurance as provided below, and such insurance policies

shall specifically include a provision stating the liability assumed by the Contractor under this contract:

(1) Workmen's compensation insurance as required by laws of the state.

(2) Owner's, landlord's and tenant's bodily injury liability insurance with limits of not less than \$50,000.00 for each person and \$500,000.00 for each accident.

(3) Property damage liability insurance with limits of not less than \$25,000.00 for each accident.

(4) Automobile bodily injury liability insurance with limit of not less than \$50,000.00 for each person, and \$500,000.00 for each accident and property damage liability insurance with a limit for not less than \$5,000.00 for each accident; and

(5) Food products liability insurance with limits of not less than \$50,000.00 for each person and \$500,000.00 for each accident.

(c) Each policy of insurance shall contain an endorsement providing that cancellation by the insurance company shall not be effective unless a copy of cancellation is mailed (registered) to the Contracting Officer thirty (30) days prior to the effective date of cancellation.

(d) A certificate of each policy of insurance and any charges therein, shall be furnished to the Contracting Officer immediately upon its receipt from the insurance company.

(e) Insurance companies of the Contractor shall be satisfactory to the Contracting Officer and when in his opinion an insurance company is not satisfactory for reasons that will be stated, the Contractor

shall provide insurance through companies that are satisfactory to the Contracting Officer.

208. HEALTH CERTIFICATE REQUIREMENTS. (a) All persons employed by the Contractor in the operation of the school shall present upon their initial employment and once each succeeding year thereafter or more often as required by the Contracting Officer, a certificate to the effect that they are in good health and free from communicable diseases. The certificate must be signed by a licensed physician and must be secured not more than 90 calendar days prior to the opening of the fall school term.

(b) Food handlers and bus drivers must also meet the physical and health standards of the state.

209. USE OF GOVERNMENT OWNED EQUIPMENT. It is expressly understood and agreed that one of the purposes of the contract is to involve members of the community more closely with the Miccosukee Day School and to encourage community participation in program activities. Accordingly, Government owned equipment may be used for this purpose.

210. CONTRACT PERIOD. This contract is awarded on the date indicated on the contract form but shall not become effective until July 1, 1972, and will end June 30, 1973, subject to the conditions stated in Clauses 211 Funding of Contract and 212 Termination of Contract. Negotiations for any extension of this agreement shall be completed not less than thirty (30) days prior to completion of the Contractor's performance.

211. FUNDING OF CONTRACT. Funds are not presently available for this contract. Any contract awarded shall be contingent upon and shall not be effective until the enactment of legislation by the Congress making an appropriation available for the purpose of this contract. No legal liability on the part of the Government for the payment of any money on this contract shall arise unless and until such appropriation shall have been provided.

212. TERMINATION OF CONTRACT. Either of the parties may terminate this contract by giving not less than ninety (90) days notice of their intent to terminate, after which arrangements can be made to conclude the contract. This 90 days notice also applies to the Termination for Convenience portion of Clause 306.

213. METHOD OF PAYMENT. (a) The total estimated cost of this contract, as referred to in Clause 329, Limitation of Costs, is the amount shown in block 21 of the contract, or any amendment of that amount that may be made, which is shown in greater detail on the BUDGET attached to the contract as Attachment D.

(b) This contract does not provide for a fixed-fee therefore, the "Allowable cost" referred to in Clause 331 - Allowable Cost, Fixed Fee and Payment, will be paid upon the submission of an invoice as indicated in (c) below.

(c) Invoices may be submitted monthly or more frequently if the Contractor desires. The invoice shall be supported by a statement of the items of cost incurred by the Contractor, together with a

copy of the order or other document used to incur the obligation, receipted bill acknowledging payment or other documents evidencing payment. The items for which payment are claimed shall be coded to identify them with the items in the Budget, Attachment D attached to this contract.

(d) No overhead or general administrative costs are included in this contract.

214. ADVANCE PAYMENTS. Advance payments will be made under this contract under the conditions suggested in FPR 1-30.414-2 which is incorporated into this contract by reference and are applicable to any advance payments made to the contractor. Advance payments may be made in amounts determined by the contracting officer after taking into consideration the contractor's (1) working capital, (2) financial needs, and (3) upon the execution of an "agreement for Special Bank Account," as required by FPR 1-30.414-1, signed by the contractor, an authorized official of the designated bank, and the contracting officer. In no event shall advance payments exceed the amount of the contract price. All advance payments shall be made by check made payable to the contractor and shall be deposited in the special bank account.

215. CONTRACTOR'S USE OF GOVERNMENT FACILITIES. Government owned buildings, utilities, grounds and related facilities used by the contractor in the total operation of the school shall be made available under a "Use Permit" or other appropriate document. The

identification and description of each facility; its condition when use was assumed, the conditions under which major repairs and improvements will be made by the Government, the condition they are to be returned to the Government should that contingency develop and such other information as may be warranted shall be included.

216. MAINTENANCE AND REPAIR OF FACILITIES. (a) Routine maintenance of the Government facilities, included in the "Use Permit" or other document, used in accomplishing the terms of the contract are to be provided by the contractor. Twenty eight thousand five hundred dollars for supporting services, recurring maintenance such as scheduled equipment and machinery checks or adjustments and day-to-day routine maintenance of buildings and utilities; and \$1,500 for purchase of equipment (replacement of ranges, refrigerators, plant equipment and machinery) is provided.

(b) Major repair projects which can be scheduled such as re-roofing, re-wiring, painting, etc., will be identified jointly by contracting officer and the contractor. Five thousand dollars is available for this work pending joint approval and is included in the contract.

TIME

Miss RAGAN

Mrs HUTTON

JUDY (T-VII)

LOUISE

SEATS

8:35-9:15

Bonnie
Fay
Alberta
Diane Tr.

English

Mary Jane
Corena
Steve

Reading T-I

Miccosukee
MicoEric
Suzanna
Elvis
Richard
Anthony
TinaKay
Jimmie
Rdg.
Wrrg.Richie
Diane
Claudia
Sally
Minnie

9:15-9:50

Rickie
Claudia
Minnie
Diane
Sally

English

Richard
Anthony
Suzanna
Kay

Reading

Mary Jane
Corena
Steve
Miccosukee
MicoEric
Elvis
Tina
JimmiePhenico
↓

Bonnie

7:50-10:30

Kindergarten

Physical Education

Kindergarten

10:40-11:20

Tracey
Richard
Corena
Mary JaneElvis
Anthony
Jimmie

Math

Bonnie
Fay
Dee Dee
Alberta
Diane Tr.

Reading

Claudia
Rickie
Sally
Diane
Minnie

Mico

Eric
Suzanna
Tina
Kay

Math I

11:20-11:45

Science, Social Studies, Health, Dancing

11:45-12:30

Lunch

12:30-1:15

Rickie
Wilkie
Minnie
Diane
Claudia

Sally

Math 3

Tracey
Corena
Mary Jane
Eric
Suzanna
Elvis
TinaRichard
Anthony
Kay
Jimmie

Nap

Diane Tr.
Steve
Dee Dee

Math I

Doris Bart
Bonnie
Fay
Alberta

1:15-1:30

1:30-2:15

Tracey
Corena
Mary Jane
Steve

English

Eric
Suzanna
Elvis
Richard
AnthonyTina
Kay
JimmieSec. St.
ReadingBonnie
Fay
Dee Dee
Diane
Alberta

Mico

2:15-3:00

All children together

Claudia
Rickie
Minnie
C. H.

APPENDIX C

TIME	T-I Mrs Hutton	Mrs Maus	Doris	T-VII Ernie	Seats	T-VII Minnie
8:30 - 8:45	<i>plans</i>	<i>for days work</i>				
8:45 - 9:30			Kathley Louise Agnes Angela Richy Math 5	Ronnie Marie Shirley Linda	Debbie Jerry Lois Wilkie Micco.	Jack Luther Sally
9:30 - 10:00	Richie 9:50-10:35 Ronnie Cassandra Marie T-I Reading	<i>Electric Company</i>			T. V. +	<i>Snack</i>
10:00 - 10:35		Eddie Sally Jack Luther Lois Evelyn Math 3	Eddie Linda Jerry	Angela Kathley Louise Agnes Micco	Wilkie - Spelling Shirley - Spelling	
10:35 - 11:20	Angela Debbie Lois Wilkie Eddie T-I Reading	<i>physical Education</i>				
11:20 - 12:00		Evelyn } Mon + Tues Ricky } SRA. Jerry } Cassandra } Wed + Thurs Kathley } SRA.	Ronnie Marie Shirley Agnes Linda Practical Math.		Richie Cassandra Jack Luther Evelyn Sally	Jerry Kathley Louise
12:00 - 12:30	Jerry Luther Sally Jack Evelyn T-I Reading	<i>Lunch</i>				
12:30 - 1:15		Ronnie Marie Shirley Cassandra Math 5	Alberta Bonnie Fay Primary Math 2	Ricky Ronnie	Richie Louise Angela Agnes Debbie	Lois Eddie Kathley Lois Marie
1:15 - 2:00	Shirley Agnes Linda Louise T-I Kathley Reading	Wilkie Lois SRA.	Luther Sally Jack Richy Micco.		Jerry Evelyn Marie Cassandra Wilkie	Angela Eddie Lois Debbie
2:00 - 2:15		<i>Recess</i>				
2:15 - 2:50		Social studies Art or Science	whole group.			

TIME	Mrs Hutton	Mrs Maus	Doris	Ernie	Sears	Minnie 50
8:30 - 8:45	~~plans~~	for days work				
8:45 - 9:30		Kathley Louise Agnes Angela Richy Math 5	Ronnie Marie Shirley Linda	Debbie Jerry Lois Wilkie Micro.	Jack Luther Sally	Cassandra Evelyn Eddie
9:30 - 10:00	Electric Company T. V. + Snack					
10:00 - 10:35	Richie 9:50-10:35 Ronnie Cassandra Marie T-I Reading	Eddie Sally Jack Luther Lois Evelyn Math 3	Eddie Linda Jerry	Angela Kathley Louise Agnes Micro	Wilkie - Spelling Shirley - Spelling	
10:35 - 11:20	Physical Education					
11:20 - 12:00	Angela Debbie Lois Wilkie T-I Reading Eddie	Evelyn } Mon + Tue SRA. Richy } Jerry } Cassandra } Wed + Thurs Kathley } SRA.	Ronnie Marie Shirley Agnes Linda Practical Math.		Richie Cassandra Jack Luther Evelyn Sally	Jerry Kathley Louise
12:00 - 12:30	Lunch					
12:30 - 1:15	Jerry Luther Sally T-I Jack Evelyn Ready Shirley Agnes Linda T-I Louise Kathley Reading	Ronnie Marie Shirley Cassandra Math 5 Wilkie SRA Lois	Alberta Bonnie Fay Primary Math 2 Luther Sally Jack Richy Micro.	Richy Ronnie	Richy Louise Angela Agnes Debbie Jerry Evelyn Marie Cassandra Wilkie	Lois Eddie Kathley Lois Marie Angela Eddie Lois Debbie
1:15 - 2:00	Recess					
2:00 - 2:15	<del></del>	Social Studies				
2:15 - 2:50		Art or Science	whole group.			
2:50 - 3:00		Snack				

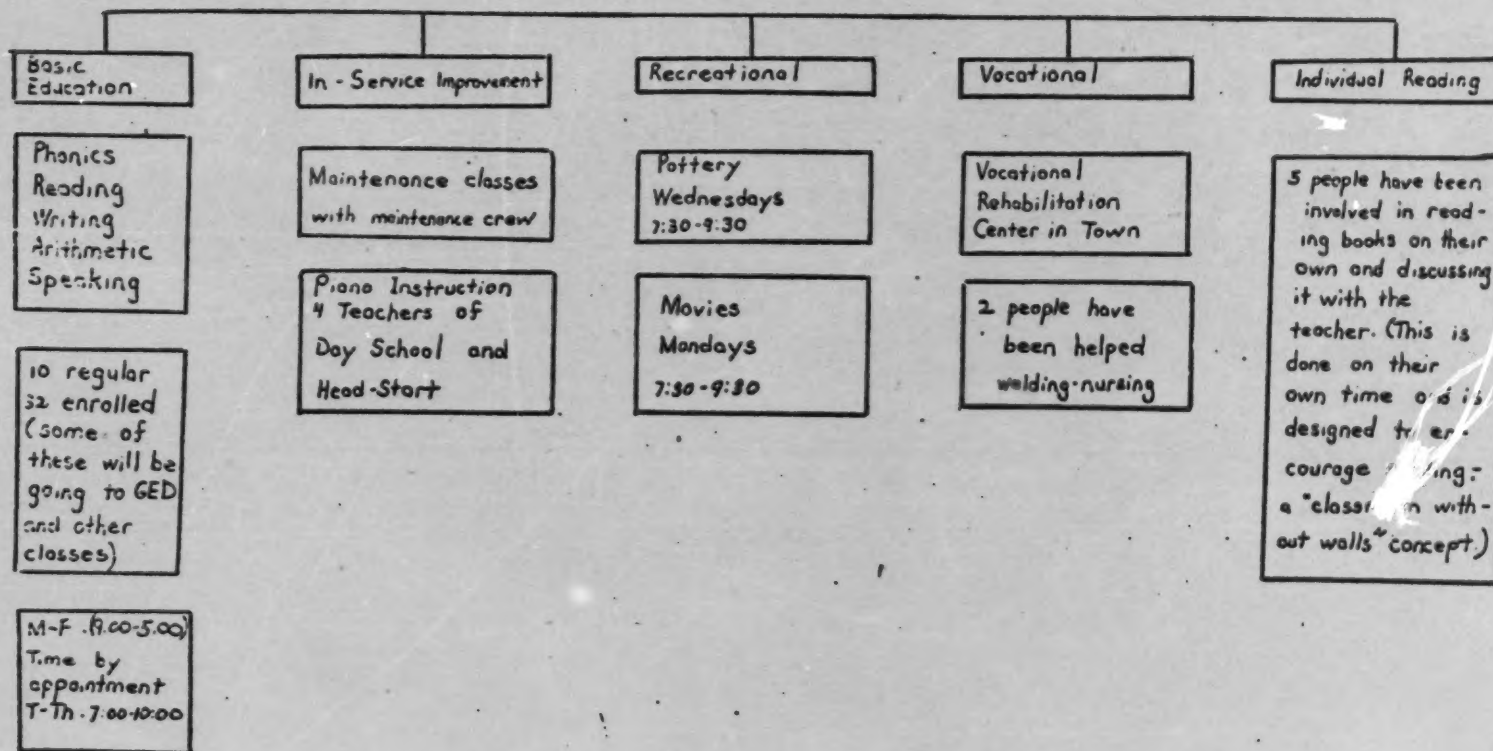
Adult Education

(Jan. 73) ⁵

Junior High	G.E.D.	H.E.P.	Junior College	University	ABE
In between Day School and High School (Grades 7-9)	Working towards a High School Diploma	High School Equivalency Program	Miami-Dade Junior College First two years of college	Florida International University (Third and fourth year of college)	Adult Basic Education
On Reservation	On Reservation	On Campus	On Campus	On Campus	On Reservation
19 Students currently attending	17 people signed up	6 enrolled (2 completed H.S. certificate)	11 enrolled (1 full-time 4 part-time in regular course work 6 enrolled with the department of continuing education for a course in teaching the pre-school child.)	None	10 Regular 12 Have attended off and on
M.-F. 1:00-5:00	M.-W. 3:00-6:00 T.-Th. 7:00-10:00				M.-F. 9:00-5:00 T.-Th. 7:00-10:00
Teacher: Rita Maus (Funded by Dade County)	Teacher: .. (Funded by Dade County)				Teacher Margaret Aug Thwin employed by Tribe
Extra services for children of this age group who are attending Public School.	1. Study-hall 2. Help with homework 3. in touch with their school				

Adult Basic Education

52



<u>Junior High</u>	<u>G. E. D.</u>	<u>H. E. P.</u>	<u>Junior College</u>	<u>A. B. E.</u>	<u>Maintenance Class</u>
Andrew Bert	Evelyn Cypress	Rueben Billie *	Sammy Frank	Tommie Tiger	Charlie Billie Sr.
Betty Cypress	Dorothy Osceola	Elsie Willie *	Curtis Osceola	Nina Tiger	Charlie Billie Jr.
Linda Frank	Linda Billie	Tommy Cypress	Don Osceola	Alice Doctor	Stanley Frank
Michael Frank	Eleanor Bert	Joe Cypress	Billy Cypress	Joannie Billie	Michael Frank
Jane Osceola	Eugene Bert	✓Charlie Billie, Jr.	Roy Cypress	Alice Frank	Wayne Billie
Marlene Smith	Doris Bert	✓Martha Doctor	Enrolled with the	Annie Johnson Billie	Henry Osceola
Nellie Smith	Louise Bert		department of	Agnes Cypress	<u>Piano</u>
Jane Tiger	Betty Tiger		continuing	Randolph Jimmie	Doris Bert
Mary Tiger	Nancy Jim	* Received	education for	Margie Sanders	Louise Bert
Renee Billie	William Jim	High School	one course:	Jimmie Bert	Betty Osceola
Leroy Osceola	Mary Bullie	Diplomas	Agnes Cypress*	William Cypress *	Nancy Jim
Teacher:	Margaret Billie	✓dropped	Nancy Jim	Lee Cypress *	Judy Jim
Rita Maus	Charlie Billie		Betty Osceola		
	Joe Cypress		Linda Billie		
	Wayne Billie		Judy Jim	* These people	
	Lisa Billie		Margaret Billie	are considering	
	Ray Weeks		* did not attend	coming to class	<u>Vocational Rehabilitation</u>
	Ruth Cypress				La Verie Sipher
	-----			Teacher:	Rueben Billie
	Peggy Bert			Margaret Aung-	
	Virginia Osceola			Thwin	
	Harriet Osceola				
	Cindy Jim				
	Helen Tiger				
	Teacher:				
	Mark Seligman				

BUREAU OF INDIAN AFFAIRS

L.E.A. TITLE I EVALUATION REPORT

(SEE INSTRUCTIONS ON LAST PAGE)

School Year 19 71 - 19 72 Regular x Summer xArea Central Office BIA Agency - - -L.E.A. Miccosukee Day SchoolProject Title Miccosukee Language Arts and Self-Esteem ProgramFY '71 Title I Funds: WO # --- Amount \$8143.00FY '72 Title I Funds: WO # 7756 Amount \$35,594.00Total of 1971 and 1972 Title I funds in Project \$43,737.00Report submitted by Nancy AdamsDate June 28, 1972Noted: Louise Bert
(Parent-Council Representative)Noted: Buffalo Tiger
(Agency Superintendent)

The primary purpose of this report is to provide the Central Office (State education agency) with data that will enable the Bureau to meet the requirements of the law and regulations in reference to the report that must be submitted to the U. S. Office of Education relative to annually "evaluating the effectiveness of the project of local educational agencies in improving the educational attainment of educationally deprived children." (Sec. 116.31(f)).

The report does not in any way take the place of any other evaluation data or report that may be required by any Area Office, or of any other data that may be required by the Central Office prior or subsequent to this submission.

EVALUATION REPORT

Complete for each Component

(To be taken directly from Project) : Component I

Note: 1972 projects were to have been written so as to provide a single objective for a specific target group in each component. In some projects, however, this format was not followed, with the result that in some cases a single component had several objectives and several target groups.

If your project falls into this latter group you are to complete one copy of this sheet for each objective and its target group.

1. Statement of deficiency, including causes or problems, for the target group identified below.

The children have low self-esteem and great difficulty adjusting to
school. This is manifested in the following: a. High drop-
out rate --- school attendance records show that out of 42 child-
ren enrolled, 10 have already dropped out this year. b. Chronic
(See following inserted page:)

2. Statement of objective | for this target group.

The present dropout rate is 35.6%. This will be reduced by 50%
to 17.8%. This will be determined from school attendance records.

3. Identification of target group.

- Number 42 Grade Level Ungraded Elementary

All the children in the Miccosukee Day School were members of
this target group.

1. Statement of deficiency,...(continued)

absenteeism---15 of the 42 children (35.6%) were absent 10 or more days this year. Eleven of these fifteen were absent 20 or more days according to school attendance records. c. Low enrollment of the 115 children of school age in the Miccosukee Tribe; 53 (46%) are not attending any school according to the Tribal Rolls. d. Anti-Social behavior --- (1) Teachers have observed drinking among ten of the 42 children enrolled in the Day School. (2) Teachers have observed fighting and destruction of property among 17 of the 42. (3) Drug abuse among school-age children has been observed by teachers and parents and is documented in the law and order records. (4) The teachers have observed 18 of the 42 children whose extreme shyness and withdrawal was a hindrance to learning.

EVALUATION REPORT

Complete for each Component

(To be taken directly from Project) : Component I

Note: 1972 projects were to have been written so as to provide a single objective for a specific target group in each component. In some projects, however, this format was not followed, with the result that in some cases a single component had several objectives and several target groups.

If your project falls into this latter group you are to complete one copy of this sheet for each objective and its target group.

1. Statement of deficiency, including causes or problems, for the target group identified below.

The children have low self-esteem and great difficulty adjusting to
school. This is manifested in the following: a. High drop-
out rate --- school attendance records show that out of 42 child-
ren enrolled, 10 have already dropped out this year. b. Chronic

(See following inserted page 2a₂.)

2. Statement of objective | for this target group.

The number of chronic absentees will drop 33% to 10 students
or 22% of the enrolled students, by school attendance records.

3. Identification of target group.

- Number 42 Grade Level Ungraded Elementary

All the children in the Miccosukee Day School were members of
this target group.

EVALUATION REPORT

Complete for each Component

(To be taken directly from Project) : Component I

Note: 1972 projects were to have been written so as to provide a single objective for a specific target group in each component. In some projects, however, this format was not followed, with the result that in some cases a single component had several objectives and several target groups.

If your project falls into this latter group you are to complete one copy of this sheet for each objective and its target group.

1. Statement of deficiency, including causes or problems, for the target group identified below.

The children have low self-esteem and great difficulty adjusting to school. This is manifested in the following: a. High drop-out rate --- school attendance records show that out of 42 children enrolled, 10 have already dropped out this year. b. Chronic
(See following inserted page 2a2:)

2. Statement of objective for this target group.

The incidents of anti-social behavior, drinking, fighting, shyness and withdrawal, and drug abuse will decrease as judged by teachers and parents.

3. Identification of target group.

- Number 42 Grade Level Ungraded Elementary

All the children in the Miccosukee Day School were members of this target group.

-6-

EVALUATION REPORT

Statement of Activities

Component Number: I
 (Complete one copy of this page for each Activity within the component)

1. Problem being worked on by this Activity.

Children's low self-esteem and difficulty in adjusting to school as evidenced in chronic absenteeism, high dropout rate, and anti-social behavior such as drinking, fighting, drug abuse and extreme shyness.

2. Kind of Activity:

Supportive X Instructional

3. Students

Number of students in Activity: 42

Extent of participation (amount of time per student daily, weekly, etc.)

Two to eight hours weekly

4. Staff (Title I funded only):KindFull-time equivalent

Parent-Elder

(1) Two days/week

Parent-Aide

(1) Five days/week

5. Give short description of Activity. Activity 1

Parents take children to build campsite on weekends and teach children history, culture, arts and crafts in school each afternoon, making Miccosukee Culture an integral part of the otherwise foreign school program.

6. Effect of Activity relative to the problem being worked on.

Activity brings teaching of Miccosukee Culture into school program decreasing foreignness of school and giving greater import to history, culture, and skills of Miccosukee culture thus conveying to the child the value of his native culture.

EVALUATION REPORT

-7-

Statement of Activities

Component Number: I
 (Complete one copy of this page for each Activity within the component)

1. Problem being worked on by this Activity.

Children's low self-esteem and difficulty in adjusting to school as manifested in chronic absenteeism, high dropout rate and anti-social behavior such as drinking, fighting, drug abuse and extreme shyness.

2. Kind of Activity:

Supportive x Instructional _____

3. Students

Number of students in Activity: 20

Extent of participation (amount of time per student daily, weekly, etc.)

4 children work 5 hours/week for two-week periods on rotating basis.

4. Staff (Title I funded only):

Kind Full-time equivalent

None _____

5. Give short description of Activity. Activity 2

Four children work one hour a day after school for a two-week period assisting the teachers in classroom activities such as grading and filing papers, preparation of bulletin boards, maintenance of the school library, care for plants and pets.

6. Effect of Activity relative to the problem being worked on.

The work eliminates the desire to drop out to work. Informal relationship with teachers helps contribute to eliminating shyness and withdrawal.

EVALUATION REPORT

Statement of Activities

Component Number: I

(Complete one copy of this page for each Activity within the component)

1. Problem being worked on by this Activity.

Children's low self-esteem and difficulty in adjusting to school as
manifested in chronic absenteeism, high dropout rate and anti-social
behavior such as drinking, fighting, drug abuse and extreme shyness.

2. Kind of Activity:

Supportive x

Instructional _____

- 3.
- Students

Number of students in Activity: 23Extent of participation (amount of time per student daily,
weekly, etc.)1 - 1½ hours/week

- 4.
- Staff
- (Title I funded only):

Kind

Full-time equivalent

1 boys' practical arts teacher1/102 girls' practical arts teachers1/5

5. Give short description of Activity. Activity 3

Children above 10 years spend ½ day each week learning basic skills
in woodworking or sewing with a qualified sewing and woodworking
instructors.

6. Effect of Activity relative to the problem being worked on.

Relates command of English to survival in alien culture and
provides activities where children's success contributes to
enhancing self-esteem.

Note: 1972 projects were to have been written so as to provide a single objective for a specific target group in each component. In some projects, however, this format was not followed, with the result that in some cases a single component had several objectives and several target groups.

If your project falls into this latter group, you are to complete one copy of this sheet for each objective and its target group.

a. Objective reached or surpassed?

b. If objective was surpassed, to what percent?

c. If objective was not reached, what percent was attained?

d. How does achievement by target group compare with normal achievement at this L.E.A.?

The target group's achievement has improved from an average of .3 years growth per school year to .7. This figure is based on CAT administered in September and May in 1971 and 1972.

Note: 1972 projects were to have been written so as to provide a single objective for a specific target group in each component. In some projects, however, this format was not followed, with the result that in some cases a single component had several objectives and several target groups.

If your project falls into this latter group, you are to complete one copy of this sheet for each objective and its target group.

Objective (comparing statistics on pre-post testing).

a. Objective reached or surpassed?

Yes X No _____

b. If objective was surpassed, to what percent?

15 (35.6%) of the 42 were absent 10 or more days in FY-71. 11 of
these 15 were absent 20 or more days, according to school attendance
records. In FY-72, 8 children, (19%) were absent 10 or more days.
Of these 8 children, only 4 were absent 20 or more days.

c. If objective was not reached, what percent was attained?

d. How does achievement by target group compare with normal achievement at this L.E.A.?

The target group's achievement has improved from an average of .3 years growth per school year to .7. This figure is based on CAT administered in September and May in 1971 and 1972.

Evaluation - for each objective and target group.

Note: 1972 projects were to have been written so as to provide a single objective for a specific target group in each component. In some projects, however, this format was not followed, with the result that in some cases a single component had several objectives and several target groups.

If your project falls into this latter group, you are to complete one copy of this sheet for each objective and its target group.

Objective (comparing statistics on pre-post testing).

a. Objective reached or surpassed?

Yes x No

b. If objective was surpassed, to what percent?

Incidents of anti-social behavior, drinking, fighting, shyness and
withdrawal, and drug abuse have decreased as adjudged subjectively
by the teachers. Most notable change was accomplished in primary
group where withdrawal and shyness significantly decreased as evidenced

(See following inserted page:)
c. If objective was not reached, what percent was attained?

d. How does achievement by target group compare with normal achievement at this L.E.A.?

The target group's achievement has improved from an average of
.3 years growth per school year to .7. This figure is based on
CAT administered in September and May in 1971 and 1972.

b. If objective surpassed, to what percent? (Continued)

in children's eager desire to read self-made books before class.

Incidents of drinking have become less common among the children with teachers observing it among four of the ones enrolled.

Drug abuse was not observed by teachers.

Fighting among school children has decreased markedly with only three incidents observed.

EVALUATION REPORT

Complete for each Component

(To be taken directly from Project) : Component II

Note: 1972 projects were to have been written so as to provide a single objective for a specific target group in each component. In some projects, however, this format was not followed, with the result that in some cases a single component had several objectives and several target groups.

If your project falls into this latter group you are to complete one copy of this sheet for each objective and its target group.

1. Statement of deficiency, including causes or problems, for the target group identified below.

25 students are 1.0 - 4.3 years below national norms in language

Arts as shown by the CAT given in May, 1971. Teacher observation

indicates that many children are reluctant to respond or ask

questions, recite, or express their own interests.

2. Statement of objective | for this target group.

25 students will increase their scores in Language Arts by 8 years

as shown by the CAT administered in May 1972.

3. Identification of target group.

Number 42 Grade Level Ungraded Elementary

All the children in the Miccosukee Day School were members of

this target group.

EVALUATION REPORT

Statement of Activities

Component Number: II

(Complete one copy of this page for each Activity within the component)

1. Problem being worked on by this Activity.

Language Arts-reading deficiency of 1.0 - 4.3 years below national
norms as measured by CAT.

2. Kind of Activity:

Supportive _____ Instructional x

3. Students

Number of students in Activity: 42

Extent of participation (amount of time per student daily,
weekly, etc.)

45 minutes daily

4. Staff (Title I funded only):

Kind

Full-time equivalent

Reading Specialist

1

5. Give short description of Activity. Activity 1

Children in small groups of 2 - 5 spend 45 minutes daily in
remedial reading center working on individually diagnosed and
prescribed reading program with Title I reading specialist.

6. Effect of Activity relative to the problem being worked on.

Works to remediate reading deficits in target children.

EVALUATION REPORT

Statement of Activities

Component Number: II

(Complete one copy of this page for each Activity within the component)

1. Problem being worked on by this Activity.

Language Arts-Reading deficiency of 1.0 - 4.3 years below national norms as measured on CAT.

2. Kind of Activity:

Supportive _____ Instructional X

3. Students

Number of students in Activity: 42

Extent of participation (amount of time per student daily, weekly, etc.)

45 - 90 minutes weekly

4. Staff (Title I funded only):

Kind Full-time equivalent

<u>Music Teacher</u>	<u>1/10</u>
_____	_____
_____	_____

5. Give short description of Activity. Activity 2

All children participate in choral music activities 45 minutes weekly. Children most deficient in language arts spend an additional 1/2 hour per week in small-group or individual sessions working on listening skills, intonation, rhythm activities.

6. Effect of Activity relative to the problem being worked on.

Increases language skills by improving vocabulary, intonation, inflection, pronunciation, and reading ability through music activities.

Note: 1972 projects were to have been written so as to provide a single objective for a specific target group in each component. In some projects, however, this format was not followed, with the result that in some cases a single component had several objectives and several target groups.

If your project falls into this latter group, you are to complete one copy of this sheet for each objective and its target group.

a. Objective reached or surpassed?

Yes X No

b. If objective was surpassed, to what percent?

Twenty-two of the twenty-eight children tested increased their CAT
reading/language arts score by at least .8 years growth. Of these
twenty-two, ten scored an increase of 1.0 or more in the eight month
interval between tests.

c. If objective was not reached, what percent was attained?

d. How does achievement by target group compare with normal achievement at this L.E.A.?

Formerly, the average achievement on the total battery of the CAT was .3 for 8 months. In FY-72, the average growth increased to .7 which is almost equivalent to average scores of age-mates in the dominant culture.

Recommendations: Relative to the Project and its Activities.

a. For future use by the local L.E.A.

Recommend changing construction and use of hammock site to afternoon,
during school time, rather than on weekends. This would facilitate
parent participation.

Recommend expansion of reading materials present in school to
provide sufficient books to carry on an individual reading program.

b. For future use by other L.E.A.'s

Recommend individual authorship for initial phases of reading program
in primary levels. It stimulated excitement and great desire to
read in our program. Children's attitudes toward reading changed
tremendously; this is a factor far beyond what was anticipated.

Note: Any charts - graphs - comments, discussion, etc., relative to
any of the preceding may be attached if you desire; however,
it is not required.

Evaluation of Title I Reading Program

On the basis of information acquired by use of the California Achievement Test, a diagnostic test designed for Miccosukee students, and anecdotal records of individual progress, reading improvement of Miccosukee students during the 1971-1972 school year seems sufficient to justify a continuation of the reading program.

I. Testing data is as follows:

California Achievement Test

Student progress was greater in 1971-1972, under the Title I program, than in 1970-1971, previous to the Title I reading program.

Average student growth during an eight month interval between September, 1971, and May, 1972, was .7. The preceding year's growth for nine months was .4. The Title I reading program showed .3 more growth than the previous program. (See pages continuing this data.)

Miccosukee Day School Diagnostic Test

Reading scores of 22 students pre-tested in September show a frequency range from readiness to beginning fifth grade. The May range extended from a primer level to seventh grade.

September's median achievement was 1-1; in May, the median achievement was 2-1.

In the area of letter sounds, all students gained in the percentage of correct answers on a letter-sound test.

II. Anecdotal Records Analysis

Individual records of students were examined and growth was determined by comparing early records with subsequent findings. (See following pages.) Such analysis is recognized as necessary in remedial processes, and through informal analysis, it has been possible to supply needed skills.

III. Evaluation of Participation In Reading Program

The student's attitudes toward reading are not only manifested by quality of work but also by the quantity of work willingly produced. A record of numbers of books read has been included as a partial evaluative device. It is also included to substantiate the need for requested books.

Preliminary Comparison of 1970-71 With 1971-72 CAT Results

70-1971

-.4....1
 -.3
 -.2
 -.1
 0
 .1....2
 .2....2
 .3....2
 .4....1
 .5....3
 .6....2
 .7....1
 .8....1
 .9....1
 1.0....1
 1.1....1
 1.2
 1.3
 1.4....1
 1.5
 1.6

 19 children
1971-1972

-.4
 -.3
 -.2
 -.1
 0
 .1
 .2....2
 .3....2
 .4....3
 .5....4
 .6....2
 .7....1
 .8....1
 .9..
 1.0....3
 1.1....1
 1.2
 1.3....1
 1.4
 1.5
 1.6....1

 22 children

Using the 13 children who were tested in September 1970, May 1971, September 1971, and May 1972 as a core group (these are the only children we have data on from all four testing periods), we find that their average growth for the 70-71 school year was .3. The average growth for the same 13 children during the 71-72 school year was .7.

GROWTH DURING SCHOOL YEARS OF 1970-71 AND 1971-72 AS
MEASURED BY THE CALIFORNIA ACHIEVEMENT TEST

73

CHILDREN TESTED IN SEPT. 1970,
MAY 1971, SEPT. 1971, AND MAY 1972

CHANGE IN GROWTH FROM
1970-71 to 1971-72

<u>Shirley Frank</u>		
70-71	.7	
71-72	.8	.1 more
<u>Rickie Tiger</u>		
70-71	.1	
71-72	.2	.1 more
<u>Claudia Cypress</u>		
70-71	.2	
71-72	.4	.2 more
<u>Sally Jim</u>		
70-71	.1	
71-72	.4	.3 more
<u>Eddie Tiger</u>		
70-71	.2	
71-72	.6	.4 more
<u>Jack Jim</u>		
70-71	.3	
71-72	.7	.4 more
<u>Agnes Frank</u>		
70-71	.9	
71-72	1.3	.4 more
<u>Laura Billie</u>		
70-71	.5	
71-72	1.0	.5 more
<u>Diane Tiger</u>		
70-71	.4	
71-72	1.0	.6 more
<u>Wilkie Frank</u>		
70-71	.5	
71-72	1.1	.6 more
<u>Lois Billie</u>		
70-71	.6	
71-72	1.2	.6 more
<u>Rickie Billie</u>		
70-71	-.4	
71-72	.5	.9 more
<u>Luther Tiger</u>		
70-71	.5	
71-72	.4	.1 less

Reading Progress As Shown By Reading Level
Measured by Tests Constructed For
Miccousukee Day School Students

	Pre-Test 9/71	Post Test 5/72
Billie, Angela	3/2	4/1
Billie, Eddie	-	3/1
Billie, Evelyn	-	2/1
Billie, Laura	PP/2	1/1
Billie, Lois	1/1	2/1
Billie, Ricky	3/2	4/2
Billie, Ronnie	3/2	4/2
Billie, Scotty	-	2/2
Cypress, Claudia	readiness	P
Cypress, Jerry	P	2/1
Frank, Agnes	3/1	4/1
Frank, Shirley	3/1	4/1
Frank, Wilkie	1/2	2/2
Jim, Jack	PP/1	1/1
Jim, Louise	3/1	4/1
Jim, Marie	3/1	4/1
Jim, Sally	readiness	1/1
Jimmie, Linda	5/1	7/1
Osceola, Debra	-	2/1
Tiger, Diane	PP/1	1/1
Tiger, Eddie	5/1	6/1
Tiger, Luther	P	1/2
Tiger, Ricky	PP/1	1/1
Tigertail, Sally	PP/1	1/1

Frequency Interval of Students' Grade Levels
On Pre- and Post-Diagnostic Tests

<u>September, 1971</u>		<u>May 1972</u>	
<u>Level</u>	<u># of Students</u>	<u>Level</u>	<u># of Students</u>
Readiness	2	Readiness	0
PP-1	4	PP-1	0
PP-2	1	PP-2	0
PP-3	0	PP-3	0
Primer	2	Primer	1
1-1	1	1-1	6
1-2	1	1-2	1
2-1	0	2-1	4
2-2	0	2-2	2
3-1	4	3-1	1
3-2	3	3-2	0
4-1	0	4-1	5
4-2	0	4-2	2
5-1	1	5-1	0
5-2	0	5-2	0
6-1	0	6-1	1
6-2	0	6-2	0
7-1	0	7-1	1
19 Students		22 Students	

September Median: 1-1

May Median: 2-1

Improvement: 1 Year

**Progress In Letter-Sound Skills As Measured By Tests
Constructed for Miccosukee Day School Students**

	9-71	5-72	9-71	5-72	9-71	5-72	9-71	5-72	9-71	5-72
Billie, Angela	90%	100%	100%	100%	70%	100%	40%	100%	50%	100%
Billie, Laura	50%	100%	40%	100%	20%	80%	20%	80%	10%	50%
Billie, Lois	60%	100%	50%	100%	30%	80%	30%	70%	20%	90%
Billie, Ricky	100%	100%	70%	100%	70%	100%	50%	100%	60%	80%
Billie, Ronnie	100%	100%	80%	100%	70%	80%	70%	90%	60%	70%
Cypress, Claudia	20%	60%	0%	30%	0%	20%	0%	20%	0%	0%
Cypress, Jerry	60%	100%	40%	80%	20%	60%	10%	70%	10%	50%
Frank, Agnes	60%	100%	50%	100%	50%	90%	40%	80%	30%	60%
Frank, Shirley	50%	100%	30%	100%	30%	80%	20%	70%	30%	50%
Frank, Wilkie	80%	100%	50%	90%	20%	80%	10%	50%	10%	50%
Jim, Jack	70%	100%	90%	100%	10%	50%	0%	70%	0%	50%
Jim, Louise	70%	100%	70%	100%	50%	70%	50%	70%	50%	50%
Jim, Marie	60%	100%	50%	100%	30%	90%	30%	90%	40%	70%
Jim, Sally	50%	80%	20%	60%	0%	40%	0%	30%	0%	30%
Jimmie, Linda	100%	100%	100%	100%	90%	100%	90%	100%	90%	100%
Tiger, Diane	60%	100%	30%	50%	0%	40%	0%	30%	0%	30%
Tiger, Eddie	100%	100%	100%	100%	100%	100%	80%	90%	80%	90%
Tiger, Luther	100%	100%	70%	100%	50%	70%	20%	50%	30%	70%
Tiger, Ricky	70%	100%	0%	70%	0%	40%	0%	30%	0%	30%
Tigertail, Sally	10%	60%	10%	50%	0%	20%	0%	20%	0%	50%
	Beginning Consonant Sounds		Ending Consonant Sounds		Medial Consonant Sounds		Blends		Vowel Differences	

Typical Analysis of Comprehension Skills For An Individual Student

September, 1972

Ricky Tiger Age 9. Has completed 3 years in school.

C.A.T. results 9-72 --- reading achievement: 1.4

Diagnostic reading test -- reading achievement: PP/1

1. Identifies common objects 70% Picture test.
2. Cannot tell time.
3. No conceptual understanding of words:
 - (a) in front of, in back of
 - (b) first, last
 - (c) rhyming words
 - (d) next
 - (e) left, right
 - (f) he, she
 - (g) blue, green distinction
 - (h) "and" as a connective
4. Understands only partially a sequence of events.
5. Cannot interpret punctuation except for end of sentence "period".
6. No use of context clues.
7. No use of picture clues.
8. Interprets events in pictures 50% Picture test.
9. Has difficulty following oral directions
10. Cannot follow written directions
11. Is able to visualize what is read as long as matter pertains to present understandings.
12. No understanding of singular and plural.
13. Is able to answer questions based on reading.
14. Does not make inferences.
15. Does not draw conclusions.
16. Does not understand pronoun antecedents.
17. Is unable to make or separate compound words as regards to meaning, ex. sidewalk).
18. Unable to give main ideas.
19. Unable to summarize.

Analysis of Comprehension Skills
For Ricky Tiger 5/72

Ricky Tiger Age 10. Has completed 4 years in school.

C.A.T. results --- reading achievement: 1.7

Diagnostic results-- reading achievement: 1/1.

1. Can identify common objects 100% Picture test.
2. Can tell time.
3. Incomplete conceptual understanding of:
 - (a) rhyming words
 - (b) "and" as a connective
 - (c) opposites - antonyms
4. Can follow a sequence of events.
5. Has difficulty interpreting punctuation except for end of sentence.
6. Some use of context clues.
7. Good use of picture clues.
8. Interprets events in pictures 100% Picture test.
9. Can follow oral directions.
10. Can follow written directions on his reading level.
11. Is able to visualize.
12. Understanding of singular and plural 50% accuracy.
13. Is able to answer questions based on reading.
14. Does not make inferences.
15. Draws simple conclusions
16. Understands pronoun antecedents in simple compound and easy complex sentences.
17. Is able to separate compound words; does not always know meaning.
18. Is able to give main idea.
19. Is able to summarize.

Numbers of Books Read During 1971-1972
An Individualized Reading Program - Title I

All books recorded were read under teacher supervision. Reading levels were judged satisfactory in oral reading and comprehension checks were made.

Billie, Angela	50 books
Billie, Laura	28 books
Billie, Lois	31 books
Billie, Ricky	15 books
Billie, Ronnie	15 books
Cypress, Claudia	16 books
Cypress, Jerry	24 books
Frank, Agnes	36 books
Frank, Shirley	34 books
Frank, Wilkie	26 books
Jim, Jack	24 books
Jim, Louise	16 books
Jim, Marie	65 books
Jim, Sally	16 books
Jimmie, Linda	46 books
Tiger, Diane	16 books
Tiger, Eddie	64 books
Tiger, Luther	26 books
Tiger, Ricky	16 books
Tigertail, Sally	12 books

The methods by which these results were achieved were as outlined in the rewritten Title I proposal. Individual analysis and individualization of assignments were the core around which programs were constructed for individuals, and especial emphasis was given to word association. Vocabulary and concept development were stressed, and the principal method used was that of authorship; student-made books afforded a multi-sensory approach to reading and second language problems and stimulated interest in the reading program.

Sewing Program

Sewing Teachers Ruth Reece and Mary Ann Wiley began their program in late October even before funds arrived. Their first project was to set up a sewing box with each girl. Then in late November, the girls took a trip to the Westland Mall Shopping Center to buy patterns and material for the projects they had planned. They enjoyed a lunch and fashion show at the new Burdines Department Store while there.

The 13 girls involved worked in 3 groups: beginners, intermediates and advanced. Each beginner made a simple skirt and blouse outfit that required only straight stitching. The blouses were simple, sleeveless pullovers requiring a hem and a snap. The skirt had a simple elastic band gathered at the waist. Two of these girls incorporated Miccosukee designs into their skirts and added rick rack to the design with the help of the parent assistant.

The intermediate group made more complex outfits requiring set-in sleeves, a waist-band and a collar. All of this group chose to make an Indian skirt with a color-coordinated blouse. The parent assistant, Mrs. Lois Billie, assisted them in making their designs and working them into the pattern.

The advanced students, some of whom had sewn for 3 years or more, were allowed to choose from any pattern. Several even chose to make slacks or a maxi skirt.

The culminating activity of the year was the dress review held on May 12. The entire community was invited to come to the school to see the girls model their new outfits. The girls prepared their own descriptions of one another's clothing and read them as each outfit was modeled. The parents examined their daughters' outfits as they walked out among the audience. Then everyone celebrated with refreshments.

Boys Woodworking

Woodworking teacher Kirk Alexander spent several Saturdays volunteering his time to set up a safe working area for the boys in the maintenance shop. Few tools were available and those that were were in bad repair. He ended up using many of his own tools in the end.

The boys started out by making simple items that could be completed in one lesson. Following a pattern they cut out 2 piece book-holders and footstools. Then they made large pig-shaped cutting boards. Then each having acquired some basic skills, they branched out to making tool boxes, bird houses, dog houses, large footstools, and even a flat-bottomed boat. Their birdhouses, footstools and piggy-shaped boards won ribbons at the Dade County Youth Fair.

At the close of the year, the boys displayed all their projects for the parents to see. Their work covered many tables and drew a great deal of interest, especially from the men and fathers.

APPENDIX F.

OBJECTIVES

Primary Grades 1972-73

GROUPINGS

RED

Ia. Sally Jim
Diane Tiger

Minnie Billie
Steve Tigertail

Ib. Claudia Cypress
Rickie Tiger

ORANGE

IIa. Bonnie Frank
Fay Frank

(
YELLOW

IIb. Alberta Billie
Dee Dee Sanders
Diane Tigertail

BLUE

IIIa. Tracey Cypress
Corena Tigertail
Mary Jane Billie

3a

each
{ Tina
Richard

GREEN

IIIb. Richard Tiger
Tina Osceola
Suzanna Tiger
Eric Cypress
Anthony Willie
Jimmy Lee Tigertail

3b

I MATH

Groups 1 & 2

NUMBERS

- Groups 1B & 2B will be able to count to 100 and will recognize and write numerals from 0 to 100.
- Groups 1A & 2A will be able to count to 200 and will recognize and write numerals from 0 to 200.
- Groups 1 & 2 will name the ordinal numbers first through twentieth and find their relative position on a row of objects.
- Groups 1 & 2 will separate whole figures into halves, thirds and fourths and be able to identify and label parts of a whole as $\frac{1}{2}$, $\frac{1}{3}$, or $\frac{1}{4}$.
- Groups 1A, 1B and 2A will be able to count by 2's, 5's and 10's. Group 2B will be able to count by 10's.
- Groups 1B & 2B will be able to take a two-place number such as 68, and tell that there are 6 tens and 8 ones in the number.
- Groups 1A & 2A will be able to name how many hundreds, tens, and ones there are in a 3 place number and write it in expanded notation form.
- Groups 1A & 1B will know Roman numerals from 1 to 50 and be able to translate them into Arabic numerals.

MEASUREMENT

- Groups 2A & 1A will know that there are 12 in one dozen and will be able to calculate how many dozen and how many remaining items there are in a quantity such as 28.
- Groups 1 & 2 will know that there are 12 inches in one foot and will be able to measure an object and report its measurements (by length, width, or height) in feet and inches to the nearest half inch.
- Groups 1A will know that there are 3 feet in one yard and be able to report the measurement of an object in yards and feet.
- Groups 1 and 2 will recognize and name the value of a penny, a nickel, a quarter, a half-dollar and a dollar.
- Groups 1A and 2A will be able to tell how many pennies equal each coin and a dollar, how many nickels equal a dime and a quarter, how many dimes equal

a half-dollar and a dollar, how many quarters equal a half-dollar and a dollar, and how many half-dollars equal a dollar.

- Groups 1A and 2 A will be able to make change from a dollar.
- Groups 1 and 2 will know there are 60 minutes in an hour.
- Groups 1 A and 1B will be able to tell what time a clockface says up to 5 minutes intervals.
- Groups 2A and 2B will be able to tell the time by hour, $\frac{1}{2}$ hour, or $\frac{1}{4}$ hour.

ADDITION AND SUBTRACTION

- Groups 1A and 1B will be able to quickly compute combinations to 20 without using a pencil and paper.
- Groups 1 and 2 will be able to find the sum and difference of 6-digit numbers without regrouping.
- Groups 1A, 1B and 2A will be able to add columns of numbers with as many as 6 numbers to a column.
- Groups 1A, 1B and 2A will be able to add up to three place numbers that involve regrouping in the process.
- Group 1A will be able to answer without the use of paper and pencil, subtraction problems involving numbers from 0 to 20.
- Groups 1B and 2A will be able to answer without the use of paper and pencil subtraction problems involving numbers from 0 to 12.
- Groups 1A, 1B and 2A will be able to find the difference of up to 3-digit numbers that involve regrouping in the process.
- Groups 1 and 2, (A and B), will understand the subtraction is the inverse operation of addition. Groups 1 and 2 will be able to find missing factors using the inverse principle.
- Groups 1 and 2 will be able to check their own answers to subtraction problems by addition.
- Groups 1A, 1B and 2A will be able to find the answer to simple word problems involving addition or subtraction.
- Groups 1 and 2 will be able to find the sum of 2 numbers by using an addition table.

GEOMETRY

- Groups 1A, 1B and 2A will be able to identify and draw triangles, quadrilaterals, pentagons, closed figures, and open figures.
- Groups 1A and 1B will be able to find the perimeters of a triangle, a quadrilateral, and a pentagon.

GROUP 3

- Group 3B will recognize and write numbers from 0 to 20 and know their quantitative value.
- Group 3B will be able to count to 20.
- Group 3B will be able to match objects of two sets in one-to-one correspondence equivalent or non-equivalent sets.
- Group 3B will be able to name descriptive values such as more, less, some, bigger, smaller, longer and shorter.
- Groups 3B and 3A will understand that zero is the empty set.
- Groups 3A and 3B will name the ordinal numbers first through tenth and find their relative position on a row of objects.
- Group 3A will recognize and write numbers from 0 to 50 and know their quantitative values.
- Groups 3A and 3B will be able to identify and draw circles, squares, triangles, and rectangles.
- Group 3B will be able to tell time by the hour.
- Group 3A will be able to tell time by the hour and $\frac{1}{2}$ hour.
- Groups 3A and 3B will name and know the value of a penny, a nickel, a dime, and a quarter.
- Group 3A will recognize and read number words one through ten.
- Group 3A will know numerical sequence and be able to tell what comes before or after a given number up to 50.
- Groups 3A and 3B will be able to add numbers with combinations to 10.
- Group 3A will add columns of numbers with up to four numbers in a column.
- Group 3A will be able to divide a whole in halves and label them.
- Groups 3A and 3B will be able to use the number line in addition.
- Group 3A will be able to use the number line in subtraction.

METHODS OF APPROACH

MATH

TEXTS

Modern Arithmetic Through Discovery Primer
 Sets and Numbers K
 Sets and Numbers 1
 Sets and Numbers 2
 Arithmetic Foundations - Level III
 Distar Lessons Arithmetic I and II

Flannel visuals
 Dicto worksheets (Shapes, time, number line, number identification.)
 Count Your Change game
 Geometric puzzle blocks (w & w)
 Distar math board
 SRA-Geo-Board
 Cuisenaire rods
 Number puzzles and games (Race Car game)
 Judy Clock and puzzle clock
 Number Balance Scale
 Tangram puzzles
 Shape-Up game
 Tell Time Quizmo
 Flash Card

Tactile Objects

Wooden Numbers
 Felt numbers
 Counting Beads
 Dominoes
 Bead Abacus

Teaching machine (typewriter)
 Cash Register
 Tri. Tix Ball Abacus

- All Groups will demonstrate the correct way to hold the pencil, the correct position of the paper, and the proper posture.
- Group 3 will concentrate primarily on developing better muscular coordination and hand-eye coordination and developing spatial relationships between letters and words.
- Group 3 will be able to trace lines fairly accurately and draw lines with a left to right movement.
- Group 3 will detect and use the correct writing lines on their handwriting paper.
- Group 3 will be able to write their first and last names.
- Group 3 will know how to write all upper and lower case manuscript letters.
- Group 2 will write manuscript with improvement in neatness, (number of erasures,) and spatial relationships and will decrease the size of their letters in manuscript.
- Group 1 will be able to write the upper and lower case cursive alphabet.

7
HANDWRITING

METHODS OF APPROACH

Finger painting

Easel painting

Trace wooden, felt and paper letters with finger

Write with crayons on unlined and on lined paper

Sewing cards

Tracing dittoes

Name dittoes

Alphabet dittoes

Individual small chalkboard practice and practice on wall chalkboards.

Handwriting flip charts, manuscript and cursive

Alphabet Antics, manuscript and cursive

Overhead projector

TEXTS

Ready to Go!

I Learn to Write 1, manuscript

Starting to Write, manuscript

I Learn to Write 2, manuscript

A New Universe, cursive

Learning a New Way, cursive

8
ENGLISH

ORAL

- Groups 2 and 3 will be able to identify and name 40 animals.
- Groups 1 and 2 will name the days of the week.
- Groups 1A and 2A will name the months of the year.
- Group 3 will name 12 fruits and 10 vegetables.
- Group 3 will identify and name 30 schoolroom objects.
- All Groups will correctly label pictures of girls and boys as either he or she.
- All Groups will repeat the pledge of allegiance.
- Group 3 will be able to identify and name 20 things found at home, (i.e., furniture.)
- All Groups will ask following questions at appropriate times:

May I go to the bathroom?

May I get some water?

May I have some more?

May I take my tray back?

The primary emphasis of oral English instruction will be on sentence development, proper form of common verbs, and greater use of descriptive words.

TWENTY THINGS AT HOME:

bed	table	chair	sink	lamp
piano	stove	refrigerator	toilet	bathtub
T.V.	cupboard	dresser	window	rug
door	doll	ball	teddy bear	truck

12 Fruits:

apple	banana	orange	lemon	pear
peach	pineapple	grape	cherry	strawberry
watermelon	mango			

TEN VEGETABLES:

carrot	potato	corn	peas	beans
pumpkin	tomatoes	lettuce	spinach	broccoli
celery	beets			

40 ANIMALS:

cat	dog	horse	bird	cow
fish	pig	chicken	duck	mouse

tiger
deer
frog
fox
sheep

lion
squirrel
snake
wolf
beaver

monkey
elephant
butterfly
goat
rabbit

kangaroo
seal
giraffe
bee
raccoon

bear
turtle
alligator
camel
owl

THIRTY SCHOOLROOM:

paper
earphones
flannel board
chalkboards
bookshelf
plants

pen
crayons
curtains
pencil sharpener
aquarium
vacuum cleaner

pencil
ruler
mirror
closet
globe

book
clay
flag
desk
magazine

eraser
paints
chalk
tray
sink

ENGLISH

WRITTEN

- Group 2B and 3 will use capital letters when writing their names.
- Group 3 will dictate simple sentences to the teacher describing pictures and will dictate captions for pictures.
- Group 3 will dictate simple letters and then copy them.
- Groups 2B and 3 will change a list of words to plural by adding s.

Group 1 and 2A will use their weekly spelling words in self-constructed sentences.

- Groups 1 and 2A will be able to look up words in the dictionary for their meaning.
- Groups 2A and 2B will be able to write words beginning with different first letters in alphabetical order.
- Groups 1 and 2A will be able to write letters using the heading date and return address, the greeting, the body, and the closing.
- Group 1 will be able to find a chapter in a book using the table of contents.
- Groups 1 and 2A will be able to find the title and author of books for book reports.

- Group 1 will write about places visited, interesting events, things they like, and their family.
- Groups 1 and 2A will change a list of words to their plural form by adding s and by changing the y to ies.
- Group 2A will match the opposites to a list of 20 words.
- Group 1 will match the opposites to a list of 30 words.
- Group 1 will change the following to their contractive forms: do not, does not, will not, is not, are not, I am, she is, it is, he is, they are, should not, could not, would not.
- Groups 1 and 2A will end sentences with the appropriate punctuation marks; (either a period or a question mark.)
- Groups 1 and 2A will put commas in their correct place in dates, and cities and states.
- Group 1 will show possessive form of proper names.
- Group 1 will use capital letters in names, the first word in a sentence, days and month.
- Groups 1 and 2 will be able to distinguish "naming words" and "doing words".
- Group 1 will use the proper form (am, is, are,) in multiple choice sentences.
- Group 1 will use either I or me appropriately in multiple choice sentences.
- Group 1 will use either their, or these and hear or here appropriately in multiple choice sentences.

11
METHOD OF APPROACH

Spoken:

Distar Language I and II
 Welcome to English tapes
 Talking with Mr. Mike tapes
 Flip top Beginning Fluency in English Language
 Language Master
 ESL tapes
 Tape cassette players
 Speech Mirrors

Picture identification
 Flannel board stories and opposites
 Classification game
 Rote repetition and pronunciation drills
 Navajo discussion pictures
 Rhyme game
 Doll furniture

Grammar:TEXTS:

New Directions in English 1 and 2
 Beginning English 1 and 2
 Our English Language

Dictionaries
 Spelling texts
 Flannel opposites
 Sentence Strips
 Crossword Puzzles

Groups 3A and 3B

Group 3:

- Will be able to name the largest and the smallest in a series of pictures.
- Will compare a group of pictures to find the ones that are the same (or the one that differs from the rest.)
- Will be able to find and fill in the missing parts in a picture.
- When given a series of pictures, will look at them from left to right to follow the sequence of events.
- Will be able to arrange pictures of events in stories in their correct sequence.
- Will identify and name red, blue, yellow, green, orange, purple, pink, brown, black and white.
- Will recognize and remember the names of main characters in stories.
- Will be able to detect like sounds at the beginning of words such as choosing the two words that start like "bake" from the list of: money, bear, apple and ball.
- Will be able to classify items into proper categories such as: animals, clothing, toys, food, furniture, etc.
- Will recognize what belongs in the city, on the farm, at the zoo, in the circus, on the reservation, and in the swamp.
- Will be able to determine which two items out of four or five given items go together, (i.e. a sock and a shoe.)
- Will know and name the opposites of twenty words: hot, up, good, short, boy, skinny, big, black, sad, stop, wet, on, in, left, new, open, slow, day, dirty, high.
- Will be able to listen attentively to and follow simple directions.
- Will identify all upper and lower case letters of the alphabet.

READING READINESS

TEXTS

Fun for All
Ready! Go!
Here We Go
Over the Wall
We Read Pictures
We Begin
SRA The Red Book
Chatterbook
Aud-X Readiness Sheets

ALPHABET RECOGNITION

Wood letter blocks
Magnetic letters
Flannel letters
Clay letters
Know 'n' show letters
String ~~across~~ letters
Sesame Street letters
Alpha One letter Posters and Huggles
Alphabet ditto book
Alphabet flash cards and poster cards

Flip Top Projector (Opaque projector; Overhead projector)
Controlled Reader (motility training.)
Teaching machine (typewriter)

Readiness Playhouse Dittoes
Let's Learn
Sequence Puzzle/game
Classification Game
Flannel Board Stories
Color Flash Cards

- Group 3 will be able to give at least one sound for each consonant and name several things that begin with each sound.
- Group 3 will be able to give the sounds for at least 10 consonant blends.
- Group 3 will give the short sounds for the vowels.
- Group 3 will be able to read 50 - 100 one-syllable linguistic words with short vowel sounds.
- Group 3 will tell which letters are consonants and which are vowels.
- Group 2 will be able to give the final consonant sound of given words.
- Group 2 will be able to give the sounds for 20 consonant blends and the four digraphs ch, wh, sh, and th.
- Group 2 will give the various sounds for adjacent vowels and consonants such as ar, ir, ur, er, or, ou, ow, oo, oi, oy, au, aw, and decode them in words.
- Group 2 will be able to tell the soft and hard sounds of G and C.

15
Reading and Phonics

Methods of Approach

TEXTS:

Chatter Book (Alpha One and Alpha Time)

We Learn to Listen

We Discover Reading

Come and Play

Primer Seatwork

We Learn to Speak and Write

Basic Goals in Spelling 1

Basic Goals in Spelling 2

Phonics We Use - Readiness

Phonics We Use - A

Phonics We Use - B

SRA - Level A (and word charts)

Alpha One readers

Miami Linguistics series

Aud-X

Hoffman

Controlled Reader

Language Master

SRA - Reading Kit

SRA - Word Games

Distar Reading I and II

Phonics Charts

L and C Phonics We Use Games

Flash Cards

Weekly Readers

Match a Sound Game

Learn with Phonics Game

Alphabet Scramble (Cards)

Making Books

16
SOCIAL STUDIES

- Group 3 will identify and know relationships of following family members: mother, father, son, daughter, baby, grandmother, grandfather.
- Group 3 will be able to tell what the primary jobs are of the following school workers: teachers, principal, cook, secretary, caretakers, aides, bus driver, nurse.
- Group 3 will make a poster of photographs of the school workers.
- Group 3 will be able to tell what pieces of furniture go into various rooms of a non-Indian home.
- All groups will paint a mural of children and their homes from various cultures.
- Groups 2 and 3 will be able to tell how a policeman helps us.
- Group 2 will be able to tell what ^{the} primary jobs are of reservation or community workers (outside of the school.)
- Group 2 will make a poster of photographs of community workers.
- Group 2 will make a map of community.
- Group 2 will study Florida flowers, birds and sea-life native to Florida and will make a descriptive chart of the Florida items.
- Groups 1 and 2 will be able to locate on a map of Florida Miami, Key West, Naples, Miccosukee reservation, Tallahassee, Lake Okechobee, Disneyworld, Orlando, ~~Suwannee~~ Suwannee River, Brighton, Big Cypress, and Dania.
- Group 1 will plan a road trip through Florida presenting pictures and maps of interesting places to visit and a descriptive caption for each.
- Group 1 will be able to name six to eight materials people around the world use to build their houses.
- Groups 1 and 2 when shown pictures of natively dressed people, will be able to identify what country & climate, they are from.
- Group 1 will name five to six methods of communication.
- Group 1 will be able to name and locate ten to twelve states.

METHODS OF APPROACH

Texts:

People and Their Actions
People and Their Social Actions
Our Florida
The Friendly Policeman
The Needs of Man
Families Around the World

Maps

Fosters
Teaching pictures
Flannel visuals

Play school Village
Traffic signs
Doll furniture

Resource Persons:

School Staff
Miccosukee Elder
Policeman
Park Ranger

Locations:

School
Field Trips

PLANTS

All Groups will be able to name the following parts of a plant: roots, stem, leaf, flower, bud, fruit, and petals.

- Groups 2 and 3 will know and name the basic needs of plants:- soil, water, sunlight.
- Groups 2 and 3 will identify seasons by looking at four pictures of a tree in each of its seasonal stages.
- All groups will start outdoor gardens from seeds and care for it.
- All groups will keep a leaf scrapbook of collected leaves and leaf rubbings to note the variety of leaves.

WEATHER

- All Groups will be able to look at a picture and tell which weather condition or season is applicable: sun, wind, rain, snow, winter, summer, fall, spring.
- Groups 1 and 2 will measure rainfall.
- Groups 1 and 2 will measure and compare length of shadows, (early morning, mid-morning, noon, and mid-afternoon.)

WATER

- Groups 2 and 3 will know that ice and snow is frozen water.
- Groups 2 and 3 will be able to discriminate between objects that sink and those that float.
- All groups will change water into steam and know its name.
- All groups will be able to name some material that dissolves in water.

SCIENCE

- All groups will be able to identify objects as hard, soft, smooth, rough, heavy, light, hot, cold.
- Group 1 will identify materials as solids, liquids, or gases.
- All groups will identify a given sound as either loud or soft and high or low.
- Groups 2 and 3 will be able to find what objects a magnet will pick

SCIENCE

up and which ones cannot be picked up.

- Groups 2 and 3 will construct a paper cup and string telephone to demonstrate that sound travels.
- All groups, given pictures of machines that help man work, will be able to tell whether they are man-powered, electric-powered, or gas-powered.
- Groups 1 and 2 will be able to name and locate the four cardinal directions.
- Groups 1 and 2 will be able to name the basic food groups and classify foods that belong in these groups.
- Group 1 will know that the earth revolves around the sun and that the moon's light is a reflection of the sun's light.
- Group 1 will construct a model of the solar system including the sun and its 9 planets.

ANIMALS

- All groups will study the different ways various animals move about, the different things they eat, and the different places they live.
- All groups will be able to tell from given pictures which animals hop, walk, crawl, swim or fly; which ones are plant-eaters, meat-eaters, or fish eaters; and which ones live in or on trees, in the water, on land, or in man-made shelters.
- All groups will be able to tell which animals give us milk, bacon, eggs, honey, ham, steak, hamburger, butter, ice cream and also silk, wool, and leather.
- All groups will observe silk being made by the silk-worm.
- All groups will be able to identify specific characteristics of animals such as hair or fur, feathers, scales, wings, fins.
- All groups will be able to match mother animals and their babies including mother caterpillar and frog and tadpole.
- Group 1 will name the body parts of insects, (legs, feelers, body,) and identify them by their 6 legs.

SCIENCE AND HEALTH

ANIMALS

- Group 1 will identify helpful and harmful insects and tell why they are so.
- Group 1 will pictorially illustrate the metamorphosis of a moth.
- All groups will observe the change of a tadpole to a frog.
- Group 1 will be able to name the parts of the birds: head, bill, breast, back, wings, leg, foot, tail.
- Group 1 will be able to tell what kinds of foods birds eat and how they help and hinder man.
- Group 1 will keep a record of names and drawings of birds observed in the Everglades area on nature hikes.
- Group 1 will be able to classify animals into one of the following groups: insects, birds, reptiles, amphibians, mammals, or fish.

21
SCIENCE AND HEALTH

METHODS OF APPROACH

TEXTS

Beginning Science
Do You Know
Things Around You

Reference:

Science for Here and Now 1 and 2
Science Life Series 1 and 2
Today's Basic Science 1 and 2
Looking Into Science 1
Searching in Science 2
GBES Books

Garden
Fresh Water Aquarium
Silk Factory
Ant Farm
Bug Zoo
Leaf scrapbook and rubbings
Weather Board with thermometer
Teaching pictures and charts
Magnastics game and Chain reaction game

Science Experiments involving:

Shadows, properties of objects, mirrors, travel of sound, magnets,
water properties, machines, absorption of water into plants, diet.

Opaque projector.

11
HEALTH

- All groups will be able to demonstrate the proper way to brush teeth.
- All groups will name some good foods for the teeth and some that are harmful.
- All groups will observe and compare the reactions of a tooth suspended in water for a month and a tooth suspended in coke for a month.
- All will practice good bathroom habits while in school, (flushing toilet, washing hands with soap, etc.)
- All groups will discuss cleanliness habits of not putting hands in mouth, washing before meals, covering mouth when sneezing, not putting mouth on water fountain, visiting doctor, and visiting dentist, good posture, etc.

APPENDIX G
C.A.T. TEST SCORES

106

MAY, 1973

primary
Form W

<u>Reading</u>	<u>Math</u>	<u>Language</u>	<u>Total Battery</u>
2.8	2.6	2.7	2.7
2.4	3.3	2.3	2.6
2.4	2.4	2.9	2.6
2.3	2.8	2.6	2.6
2.4	2.4	2.6	2.5
2.4	2.4	1.9	2.2
2.1	2.2	2.0	2.1
2.1	1.6	1.9	1.8
1.8	1.8	1.6	1.8
1.7	1.6	1.9	1.8
1.5	1.6	1.8	1.6
1.4	1.5	1.8	1.6
1.3	1.4	1.3	1.3
1.3	1.2	1.3	1.3
1.2	1.2	1.6	1.2

AMOUNT OF GAIN

107

Sept. 27, 1972 - May 2, 1973

prim

<u>Reading</u>	<u>Math</u>	<u>Language</u>	<u>Total Battery</u>
1.3*	1.7*	1.0	1.3*
1.0	.8	1.4*	1.0
1.0	1.1	.6	.9
.7	1.1	1.0	.9
.8	1.0	.9	.9
.6	.6	.8	.8
.7	.4	.9	.7
.5	.6	.8	.6
.4	.5	.8	.6
.9	.1	.7	.5
.4	.6	.3	.5
.3	.4	.3	.3
.3	.2	.3	.3
.1	.3	.6	.2
.3	.1	.0	.0

Indicates highest gain in each battery.

Claudia
Covena } absent
Mary Jane }

Tina
Kay } made up but not recorded as of 5/7

AMOUNT OF GAIN

108

Sept. 1972 - May 1973

upper elem

~~Form 108~~

Reading

Math

Language

Total Battery

-.1	.3	.3	.3
.2	.6	.1	.3
.3	.2	.5	.5
.6	.5	.8	.7
.7	.5	-.5	.6
.6	1.2		.7
.6	1.1	.8	.7
.4	.3	.5	.3
.8	.7	.3	.7
.1	.5	.9	.6
.5	.2	.2	.8
.0	-.5	.5	.1
.4	.3		
.5	.3	.6	.4

retarded: not tested completely in Sept.
late entry not tested in Sept.

.9	.5	1.4	.9
----	----	-----	----

is one

.5 one

.5 ave.

.5 ave

8 average .7

3 average .7

C.A.T. TEST SCORES

109

MAY 1973*upper elem*

Form W

<u>Reading</u>	<u>Math</u>	<u>Language</u>	<u>Total Battery</u>
Absent	Absent	Absent	Absent
5.5	5.7	6.1	5.8
6.1	6.5	7.5	6.7
3.7	4.5	4.1	4.2
3.7	3.1	3.7	3.4
3.3	3.6	3.1	3.6
4.1	4.4	3.9	3.9
5.5	6.3	6.3	6.1
3.8	3.8	3.8	3.8
4.3	3.9	4.2	4.1
5.0	5.9	6.8	6.0
5.1	6.1	5.8	6.3
5.1	5.2	5.6	5.6
6.1	5.6	Absent	-
3.8	4.1	4.0	3.9
3.5	3.1	2.8	3.3
5.2	5.4	5.9	5.4
7.5	6.8	6.9	6.9

Primer
Name

Chronological Age	Number of Years in School by June 1973	Internal Reading Score Sept. 1972	Internal Reading Score Feb. 1973	Form X			Total
				Reading	Arithmetic	Language	Score

10	1	-	-	1.1	1.0	1.1	1.0
11	4	P	P	1.8	1.5	1.9	1.8
8	2	PP3	P	1.6	1.7	1.6	1.7
8	2	PP2	P	1.4	1.6	1.5	1.6
7	2	PP2	P	1.3	1.2	1.1	1.2
7	2	PP3	P	1.4	1.2	1.3	1.3
8	2	PP1	PP	1.4	1.3	1.3	1.3
9	2	-	PP1	1.3	.9	1.3	1.1
9	2	-	-	1.1	.9	1.0	1.0
7	2	-	PP1	1.1	.9	1.3	1.1
10	3	P	P	1.9	2.5	2.0	2.2
8	3	P	1/1	1.7	2.0	1.7	1.8
12	5	P	P	1.5	1.6	1.5	1.6
10	1	-	-	1.1	1.6	1.3	1.4
33							

Average 2.3 yrs

inners
Tested:

c Cypress
mie Tigertail
hony Willie
anna Tiger
hard Tiger
a Osceola
is Cypress
Tiger

Elementary Date 1972	Chronological Age	Number of Years in School by June 1973	Informal Read- ing Score Sept. 1972	Informal Read- ing Score Feb. 1973	Form X - Level 4-5-6 California Achievement Test			111 Total
Name					Reading	Arithmetic	Language	Battery
	16	8	4/1	-	5.4	6.6	5.3	5.2
	13	7	3/1	3/1	4.2	4.0	4.0	4.0
	11	4	2/1	3/1	3.3	3.9	3.4	3.5
	10	6	2/1	3/1	3.5	3.2	3.9	3.4
	11	5	P	1/2	2.6	3.1	3.6	3.0
	10	4	2/1	3/1	3.1	2.6	2.9	2.7
	14	5	3/2	-	3.2	3.5	3.3	3.5
	11	4	1/2	2/1	3.5	3.2	3.5	3.2
	11	4	1/2	1/2	3.4	4.3	3.6	3.3
	10	5	1/2	2/1	3.4	3.5	3.3	3.4
	14	8	4/1	4/1	5.1	5.7	5.1	5.5
	10	6	3/2	5/1	6.6	6.3	5.5	6.0
	15	7	4/1	4/1	5.6	5.4	5.8	5.5
	12	7	3/2	4/1	4.9	5.4	5.9	5.4
	11	6	4/1	4/1	4.9	5.2	5.5	5.4
	14	8	4/2	5/1	4.6	5.9	5.6	5.5
	12	6	6/2	6/2	5.9	5.9	7.4	6.4
	16	5	6/1	5/1	5.2	6.2	5.3	5.5
	12	6	7/1	7/1	5.7	5.3	-	-
	15	8	1/1	1/1	-	-	-	-
	15	6	5/1	-	-	-	-	-
	11	4	-	-	-	-	-	-

Average
Yrs. in School
5.9

Title VII Newsletter

Vol. I, No. 10

April 2, 1972

Planning Group Goes to Work

A group has started meeting to plan curriculum. There were three meetings of the main group and two more of smaller committees.

The group got together the first time in Buffalo Tiger's office, March 2. Most of the time was spent figuring out how to go about planning for education programs.

The next two meetings were March 9 and March 20 and things started to take shape then. First, the group decided to deal with all the education programs, not just the school. Everybody thought it would be good to try to fit the Head Start program, the elementary school and the proposed secondary (high school) program together with each other.

The second big point was that people want all the programs to be divided equally between English and Miccosukee. "English" means the things children would ordinarily learn in town schools. "Miccosukee" means Eelaponke, reading in Eelaponke, and teaching the children the Indian way.

The meetings of March 9 & 10 brought out that some things are taught differently at different ages and differently to little boys and little girls. So in these meetings, they decided to have a smaller group start meeting to decide what the children should learn in Head Start.

There were two meetings (March 27 and 29) on Head Start then. First, half a dozen persons met to talk about what boys and girls should learn together and separately. Then a different group of four met to talk about the program in Head Start. Now we have to put this all together and give it back to the larger group.

Next Year's Proposal Completed

The Title VII Staff has been busier than usual this month. We had to get out proposal into Washington for next year. While we spent so much time on that, some other things had to wait. That's why this newsletter is so late. Also, the school children had to wait for new materials. Now things should get a little back to normal again.

The proposal for next year has some changes from this year. Before we can report on them, however, we have to see how our negotiations go.

Staff Members Start College

Minnie Cypress and Ernie Bert started college this month. They are registered now with Miami-Dade Community College. They are working in what is called the "Life-Lab" of the downtown campus. Jerry Mandina is the faculty resource person they work with.

Life Lab is an idea that seems like it should work. Minnie and Ernie do their work here for Title VII. They write a "log" (like a diary) in which they describe what they learned that day. They also have to evaluate themselves. Then they talk this over with Jerry Mandina. He puts them in touch with ways to come up with answers to the questions they may have discovered in their work. In this way, they can get college credit for the work they do in Title VII.

We hope some other staff members take advantage of this program. Title VII is trying to get the Indian people prepared to take more responsible ~~roles~~ in education.

Roles

School Board Starts to Train Itself

March was a big month for the School Board too. For a long time, the School Board members have waited to be trained. Now they are trying to decide on a manual for themselves. They are discussing a draft manual to see if this is what they really want to do.

Staff Changes

Title VII lost its secretary this month. The Miccosukee School lost a teacher, so Mrs. Adams asked Rita if she wanted to teach. Now the school has a new teacher and Title VII was out of a helper.

We looked around for someone to take the job. We tried to let as many people who wanted to have a chance at it. We finally decided on Betty Tiger. Betty's first job is to do this Newsletter. We are looking forward to working together.

Parents Meet

Two parents' meetings were held this month. Mrs. Adams scheduled them for the afternoon to see if more people could attend. Attendance was very good at the first meeting but then fell off again.

Tofche Naknooshe says:

Okoobaahekhoo~~ken~~ akaanehkooka, haashootot loochek washaaken fooshoochaa~~lot~~ ee~~hashota~~ache~~ken~~ shapyakaashleechee~~pehont~~; okoobak honchek~~hok~~ haashoobot ~~la~~ane~~k~~ haashoobooshe~~khok~~, fooshot ee~~chonooshbak~~ onkak, onkak washaaken hanklotoowa.

In English that means:

"When it's about to rain and you look around, the clouds are black all over and the little birds fly for shelter. Then it rains and stops and the sun comes out and shines and the little birds are happy and can be heard singing all over."

CHAOKON

ATAASHŁAALESH



*This restricted material
has been deleted. For
information concerning
availability, contact:*

*Miccosukee Tribe of Indians of Florida
P.O. Box 44-021
Jameami Station
Miami, Florida 33100*

BE

CHE

the ~~1973~~ 1973 Miccosukee Evaluation Team
providing an example of Title VII work



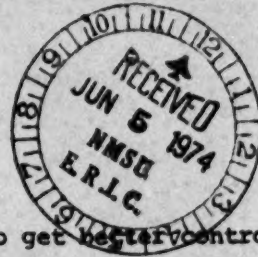
This booklet is not published.
A copy is being furnished to

for the limited purpose of

It may not be further repro-
duced or distributed without
the written permission of the
Miccosukee Corporation.

Miami 1972

INTRODUCTION



The Miccosukee Tribe of Indians incorporated to get ~~better~~ control of its own affairs. In the Preamble to its constitution, the Tribe states: We intend to "secure for ourselves and our descendants the blessing of liberty and freedom."

From this it is clear that the Tribe must make its own decisions in all areas of its life. The Tribe must set policy also in education. For through education the younger members of the Tribe get ready for life.

The Tribe has already taken over some control. It set up the Miccosukee Corporation. This corporation acts as contractor with the Bureau of Indian Affairs. Its contract covers several programs, one of which is the education of the younger members of the Tribe.

When the contract first went into effect in FY 72, the Tribe's own School Board was set up. At first it was mainly to give advice. This manual explains how the board acts in becoming a decision-making board.

Table Of Contents

Introduction.....	i
Table of Contents.....	ii
Part I Constitution (The Board's Duties).....	1
1. General Duties.....	1
2. Specific Duties.....	1
2.1 Board sets Principles for Overall Education	
2.2 Board sets Personnel Policies & Guidelines	
2.3 Board sets Policies and Guidelines on Students	
2.4 The Board's Decisions on Calendar and Schedule	
2.5 The Board's Decisions on Curriculum	
2.6 The Board sets Policies for Food	
2.7 The Board sets Transportation Policies	
2.8 The Board sets Standards for Facilities and Equipment	
2.9 The Board's Relations with Supervising Personnel	
Part II By-laws (Ways the Board Conducts its Business)	
1. Membership	
1.1 Number of Board Members	
1.2 Election of Board Members	
1.3 Ex Officio Members	
1.4 Members' Term of Office	
1.5 Loss of Membership	
1.6 Filling Vacant Spots on the Board	
2. Officers of the Board	
2.1 President of the Board	
2.2 Vice-President	
2.3 Secretary	
2.4 Election	
2.5 Term of Office	
2.6 Vacancies	

3. How the Board Makes Decisions
 - 3.1 The Board Decides Things in Meetings
 - 3.2 Other Ways the Board can Decide Things
 - 3.3 How the Board Discusses Things It Decides
 - 3.4 How the Board Decides Things - Voting
4. How Meetings Are Held
 - 4.1 When the Board Meets
 - 4.2 How a Special Meeting Can Be Called
 - 4.3 How the Members are Notified of Meetings
 - 4.4 What the Agenda Contains
 - 4.5 How Many Members are Needed for a Meeting
5. How the Board Reports to the Tribal Council
6. How the Board Members are Paid
7. How This Manual Can be Changed

Part I

Constitution

The Board's Duties

1. General Duties

The school board is over all the Tribe's education programs. The Head Start Program, the school, the Upward Bound Project and the Adult education Program are all under its direction.

The school board for its part is directly under the Tribal Council, the Business Council and the Tribal Chairman and the school board shall not take over their authority. Rather, it stands for the Tribe in the area of education. It looks after the education programs on a more regular basis than the Tribe as a whole can do.

In relation to directors of programs, the school board shall not do their jobs either. The school board does not get involved in running the programs from day to day. In regard to program directors, the school board is like top management. The directors are like "middle managers".

The board makes three main kinds of decisions: policies and guidelines and disputes. The board also requires program directors to give it an account of their programs periodically.

Policies are general principles the directors are supposed to follow in running their programs. Policies are usually things the directors are told they have to do.

Guidelines are usually less specific than policies. They are also different from policies because the directors don't have to follow them. Guidelines are made to help the directors, like advice. Policies are for telling the directors what to do, like commands.

The school board sets policies and guidelines. It also looks them over and changes them when necessary. Program directors usually tell the board when policies and guidelines are needed or when they need to be changed.

Besides policies and guidelines the board also makes decisions in disputes between program directors, between program directors and their staff or between program staff and students. When the two parties to a dispute cannot work their problem out between them, either of them may bring the problem to the board to decide.

Finally, the board also checks up periodically on all programs. Usually it does this by way of reports. It has the program directors report to the board on their programs. The board shall see to it that the directors are really accountable to it. In other words, the board shall insist that program directors give an account of how the program is working, how policies are being carried out, and how objectives are being reached.

2. Specific Duties

The board performs its general duties in eight specific areas: personnel, students, curriculum, calendar and schedule, food service, transportation, and facilities and equipment.

2.1 Personnel

The board sets, reviews, and changes all policies about educational staff. The board also sets, reviews and changes guidelines for directors in managing personnel.

In personnel policy, it is up to the board to decide minimum qualifications of staff members, salary scales and leave policies. The board shall set policies and guidelines in other areas of personnel only when program directors have tried to work out staff problems at other level and could not. The board shall take up issues only when directors, staff or students directly ask the board to do so.

In deciding policies and guidelines and in settling disputes, the board shall not take over the functions either of the tribal chairman or of the program directors. Therefore the board does not recruit hire, fire or negotiate contracts. If it wishes the board may interview candidates, especially for administrative roles. It may also make recommendations to the Tribal Chairman when it judges that a program director should be let go. But the directors of the programs shall usually recruit personnel for their own staffs. Decisions to hire and fire, are made by the Tribal Chairman either with or without the Business Council.

2.2 Students

It is up to the board to decide in principle on who take advantage of the Tribe's educational programs. The board makes decisions especially about the proper age of students for a particular program and policies to be followed in moving children from one program to another.

2.3 Calendar and Schedule

The school board shall make decisions about when programs starts and end each year, which days are holidays and how long the school day should last in each program. The directors should tell the school board when a decision is needed.

2.4 The Board's Decisions or Curriculum

The board sets, reviews and changes the curriculum of each educational program. Each program should have a plan of how it operates. This plan, or "curriculum" should follow what the Tribe wants. The school board has the duty of seeing that the curriculum of each program is what the Tribe wants. One way the board can do this is by requiring the directors of the programs to keep up-to-date curriculum plans for their programs.

2.5 The Board Sets Policies for Food

The board may set standards which each program should follow in providing good food to the students. The board does not get involved in running the food program, only in setting standards.

2.6 The Board Sets Transportation Policies

The school board may set policies and guidelines on transportation if they are needed. The board will deal especially problems which come up between the separate educational programs.

2.7 If it sees the need, the board may require the maintenance department to repair to it on the buildings and equipment used in the education programs. It may require up-to-date lists of equipment. It may also make policies about priorities to be followed in putting together the yearly budget.

Part II
Procedures the Board Uses To
Conduct Its Business

1. Membership

1.1. Number

The Tribal Council determines how many members the Board is to have. If the members of the board decide that their number is too small or too large, it may recommend to the Council that the number be changed.

1.2. Election

The Tribal Council elects the Members of the board.

1.3. Ex officio members

There are at least four persons who shall be members of the board by reason of their offices. They do not need to be elected to the board by a special decision of the Tribal Council. They are: the Tribal Chairman and the three directors of the pre-school, elementary and adult programs. Other program directors may be named to the board by reason of their offices if the board decides that it is appropriate.

Ex officio members of the board do not vote. Their opinions should be asked for, especially when decisions are made about programs directed by the ex officio members.

1.4. Term of Office

The term of office is ordinarily for three years, or from the time they are elected at the tribal council meeting following tribal elections, until the council meeting after the next tribal elections.

In case of vacancies between tribal elections, the newly elected members serve only until the next tribal elections.

1.5. Loss of Membership

A member of the board may lose his membership only by resigning by a special decision of the Tribal Council, except in cases of not being able to serve.

1.6. Filling Vacancies

When a vacancies occurs on the board, the president of the board reminds the Tribal Chairman of the vacancy so that the next Tribal Council meeting can elect a new member.

2. Officers

2.1. The President

The president of the board acts as the representative of the board to the Tribal Council, the Business Council and the Miccosukee Corporation.

The president gets notices of meetings to all the members. He makes up the agenda before meetings. When the members get to a meeting, he gets them started. He also sees that the members follow the agenda when he is chairman of a meeting. The board can elect any one of its members to be Chairman at any meeting.

2.2. The Vice-president

The vice-president of the board takes the president's place when the president is not around or cannot do his job. When he takes the president's place he can and should do everything the president does.

It is up to the Tribal Chairman or Vice-chairman to decide when the school board president can not do his job. If the vice-president thinks there is a case like this, he should tell the Tribal Chairman and let him decide.

2.3. The Secretary

The secretary has the following duties; he or she;

- keeps track of what the board's , especially its decisions, during meetings;
- writes the minutes of the meeting and gives a copy of them to each member of the board
- makes copies of the agenda which the president gets ready for meetings
- write letters for the board when it is part of the board's business.

2.4. Election

The first order of business of the meeting of the board after its own election shall be to elect its own officers. Other elections held during the three-year term of the board are scheduled by the board itself.

The oldest member of the board presides over the board when there are no officers.

2.5. Term

The officers serve terms of one year. They may be re-elected as often as the board chooses and the officer agrees.

2.6. Vacancies

Officers lose their jobs by resigning, by no longer being able to do the job, or by being removed.

Officers may resign, but their resignation has to be accepted by the board.

It is up to the Tribal Chairman to decide when an officer can no longer do his job. When the Tribal Chairman cannot do this, the Tribal Vice-chairman makes the decision.

The officer can lose his job also if the whole board asks him to step down.

3. How The Board Makes Decisions

3.1. The Board Decides Things in Meetings

The business of the board shall ordinarily be done at meetings. Meetings are scheduled each month of the year except August.

The president, or in his absence, The vice-president, may call special meetings with one day's notice to the board members when there is a need to deal with a matter which cannot wait until the next regular meeting.

3.2. Other Ways the Board Can Decide Things

In case of emergencies which cannot be dealt with even by special meetings, the chairman may poll the members even by telephone and individually to take a vote.

3.3. How the Board Discusses Things It Decides

Issues to be decided shall always be in the form of a motion. Before making its decisions, The board shall always discuss as long as is necessary to assure a wise decision. The president's judgement shall usually be followed in deciding whether an issue has been sufficiently discussed. If any board member feels, however, that his or another person's point of view has not been heard, he may demand that a formal vote be taken to end the discussion of the issue.

In matters dealing with a particular program, the program director shall always be given an opportunity to have his opinion heard before decisions are made.

3.4. How The Board Decides Things - Voting

The Board shall always try to decide things by getting everyone on the board to agree. It is up to the president to decide when this is impossible. When not everybody can agree to something, then a special vote is taken. For something to pass,

4. How Meetings are Held

4.1. When the Board Meets

The board meets every first Tuesday of the month except in August at a time and place chosen by the president.

4.2. How A Special Meeting Can be Called

When something comes up between regular meetings, and something has to be done, the president can call a special meeting of the board. He shall make an agenda and notify all the members of the time and place. If not enough members can make it to the special meeting, he must re-schedule it. The special meeting shall deal only with the agenda items which made it necessary to call the meeting.

4.3. How The Members Are Notified of Meetings

When there is a meeting to be held, either a regular or a special one, the president shall put an agenda together and give it to the secretary together with the time and place of the meeting. The secretary sees to getting the information typed up and to having enough copies made for all the members to get one. The secretary shall try to make sure that all the members get their copies at least a day ahead of time.

4.4. What the Agenda Contains

The agenda shall be set up like this:

- a. Start of the meeting - president asks members to start
- b. Election of chairman for the meetings, (usually the president is the chairman)
- c. Minutes of last meeting approved
- d. Agenda is approved
- e. Old Business
- f. New Business
- g. Reports of Program Directors
- h. Closing of meeting

The members of the board can always change the agenda during the meeting at the time of the approval of agenda.
continued-

They can also change the order of the agenda.

The chairman of the meeting should always try to keep everybody on the topics of the agenda.

Members of the board who want something special on the agenda should tell the president at least two days before the meeting when they want it discussed.

4.5. How Many Members are Needed for a Meeting

No meeting may be called to order unless there are two-thirds of the members who are allowed to vote.

5. How the Board Reports to the Tribal Council

The president of the board is required to report to the Tribal Council the main decisions made by the board at each of the meetings of the Council.

Copies of the minutes of the meetings of the board are to be given to each of the Tribal Business Council.

6. How the Board Members are Paid

Board Members shall receive a compensation for attending meetings.

Officers of the board shall receive double stipends.

7. How This Manual Can Be Changed

The board itself shall recommend changes in its procedures. If changes are suggested in Part I of this manual, they are to be followed until the next meeting of the Tribal Council, when they must be approved.